PROBLEMS IN LISTENING COMPREHENSION OF ADVANCED LISTENING COMPREHENSION STUDENTS

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining

The Degree of Bachelor of Education in English Language Education

Siti Robiah

1503046078

EDUCATION AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2019

THESIS STATEMENT

I the student with the following identity

Name : Siti Robiah

Students Number : 1503046078

Department : Education

Field of Study : English Language Education Department

certify that the thesis :

PROBLEMS IN LISTENING COMPREHENSION OF ADVANCED LISTENING COMPREHENSION STUDENTS

is definitely of my work. I am completely responsible for the content of this thesis. Other researchers' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 19 December 2019

The researcher,

Siti Robiah

NIM.1503046078

KEMENTERIANAGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387 Semarang 50185

RATIFICATION

Thesis with the following identification:

Title : **PROBLEMS IN LISTENING COMPREHENSION OF ADVANCED LISTENING COMPREHENSION STUDENTS**

Name of Student : Siti Robiah
Student Number : 1503046078
Department : English Education Department

Had been ratified by the board of examiners of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of requirements for gaining the Bachelor Degree in English Education Department.

Semarang, December 27th 2019

THE BOARD OF EXAMINERS

Chair Person,

Dr. Siti Tarwiyah, S.S., M.Hum
NIP. 19721108 199903 2001

Secretary,

H. Muhammad Nafi Annury, M.Pd.
NIP.19780719 200501 1 007

Examiner I,

Dr. H. Rubarjo, M. Ed. St
NIP. 19651123 199103 1 003

Examiner II,

Dra. Hj. Ma'Rifatul Fadhilah, M.Ed.
NIP. 19620803 198903 2003

Advisor I,

Dr. Siti Tarwiyah, S.S., M.Hum.
NIP. 19721108 199903 2 001

Advisor II,

H. Muhammad Nafi Annury, M.Pd.
NIP.19780719 200501 1 007

ADVISOR NOTE

Semarang, 17 December 2019

To

The Dean of Education and Theacher Training Faculty

State Islamic University of Walisongo

Assalamualaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Tittle : **PROBLEMS IN LISTENING COMPREHENSION OF ADVANCED LISTENING COMPREHENSION STUDENTS**

Name : Siti Robiah

Students Number : 1503046078

Department : English Education Department

Wassalamualaikum Wr.Wb.

Advisor I

Siti Tarwiyah, S. S, M. Hum

NIP. 19721108 199903 2 001

iv

ADVISOR NOTE

Semarang, 17 December 2019

To

The Dean of Education and Theacher Training Faculty

State Islamic University of Walisongo

Assalamualaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Tittle	:	**PROBLEMS IN LISTENING COMPREHENSION OF ADVANCED LISTENING COMPREHENSION STUDENTS**
Name	: Siti Robiah	
Students Number	: 1503046078	
Department	: English Education Department	

Wassalamualaikum Wr.Wb.

Advisor II

Muhammad Nafi Annury, M.Pd

NIP. 19780719 200501 1007

v

ABSTRACT

Titlle : **PROBLEMS IN LISTENING COMPREHENSION OF ADVANCED LISTENING COMPREHENSION STUDENTS**

Name : Siti Robiah

Nim : 1503046078

The purpose of this study are to investigate listening comprehension problems and listening comprehension strategies used by students to cope with their problems. Descriptive method was used to conduct this research. The research was carried out in state Islamic university of Walisongo semarang. The total of participants consisted of 120 students of advanced listening comprehension class at the third semester of English department. Data was gathered by using questionnaire. The result of analyzing listening comprehension problems and listening comprehension strategies showed that listening was very difficult for students. It was based on the seven factors of listening comprehension problems including listening materials, basic linguistics, listener concentration, physical characteristics, the listener, the speaker and physical setting. Therefore, speaker speak too fast (81%), unfamiliar words including jargon or idioms (78%), unfamiliar topic (74%), noises around (72%), poor quality of CD Player (72%), speakers pronoun unclear (70%), students difficulties understand without transcripts (68%), poor equipment (67,5%), and variety of accents (67%) were major problems encountered by students. The listening comprehension strategies used were based on three aspects including cognitive, metacognitive and socio-affective. Therefore, students need to try enjoy (83%), felt not nervous (82%), not worried and relax (80%), focus on the text when they had troubles understanding (75%), use knowledge and personal experience (75%), use the understood words to help guess the meaning (73%), use the understood main idea to guess the meaning (72,5%), and always

hadgoal in mind (72%). They were the major strategies used by students to cope with their problems in listening comprehension.

Keywords: Listening, Listening Comprehension Problems, Listening Comprehension

MOTTO

" ***Life*** is like riding a bicycle. To keep your balance, you must ***keep Moving***" (Albert Einstein)

DEDICATION

In the name of Allah the beneficent and the merciful. This thesis is dedicate to:

All of my Families especially to my parent and teachers who educated and taught me with greatsincerity and all of my friends.

ACKNOWLEDGEMENT

Alhamdulillahirobbil 'alamin, First and foremost I wish to take the opportunity to express my greatest gratitude to the Almighty God is Allah SWT, for giving the strength, health, kindness and blessing us until this thesis can be finished. Second, Shalawat and Salam are given to our beloved prophet Rasulullah Muhammad SAW. As an ordinary human, I realize that I cannot complete this final project without help, support, cooperation, and encouragement from a lot of people. Therefore, the researcher would like to express the deepest gratitude to:

1. Dr. HJ. Lift Anis Ma'sumah, M.Ag as The Dean of Education and Teacher Training Faculty UIN Walisongo Semarang.
2. Sayyidatul Fadhilah, M. Pd. As the Head of the English Department of Education and Teacher Training Faculty UIN Walisongo Semarang.
3. Dr. Siti Tarwiyah, S.S. M,Hum and Muhammad Nafi Annury, M. Pd. as the advisors for their support, advices, meaningful correction, useful suggestion during the consultation.
4. All lecturers in English Department and all lecturers of Education and Teacher Training Faculty for the valuable knowledge and guidance during the years of my study.
5. Daviq Rizal M.pd as a lecturer in advanced listening comprehension class who has given permission for doing the research.

6. The deepest gratitude for my beloved mother and father (Mrs. Kuswati and Mr. Sugiri) who always support me and make me who I am.
7. My beloved family, my sister Ika Ratnawati and my brothers Agung Suhariyanto, Chamdan Sukron and Ahmad Rofik Maulana who always gives me inspiration and motivation.
8. All of my wonderful friends at the English Department 2015.
9. All of PPL team in SMA N 1 Karangrayung and KKN team in Bongsari
10. My bestfriend Dewi Ana S, Dzakirul Anwar, A'an Khunaifi and Fina Okfiyanti who always support me and give motivation and Inspiration.
11. Last but not least, those who cannot be mentioned one by one who have supported, given motivation to the researcher to finish this thesis.

Finally, The researcher realizes that this thesis is still far from completeness, so the researcher expects this thesis be useful, especially for the researcher and generally for the readers

Semarang, 19 Desember 2019

The researcher

Siti Robiah

NIM. 1503046078

TABLE OF CONTENTS

PAGE OF TITLE ..... **i**

THESIS STATEMENT ..... **ii**

RATIFICATION ..... **iii**

ADVISOR NOTE ..... **iv**

ABSTRACT ..... **vi**

MOTTO ..... **vii**

DEDICATION ..... **ix**

ACKNOWLEDGEMENTS ..... **x**

TABLE OF CONTENTS ..... **xii**

LIST OF APPENDICES ..... **xv**

CHAPTER I INTRODUCTION

A. Background of the Research 1
B. Research Question 5
C. Objective of the study 6
D. Scope and Limitation 6
E. Reason for choosing topic 6
F. Significances of Study 7

CHAPTER II REVIEW OF RELATED LITERATURE

A. The Definition of Listening..... 9
B. Listening Comprehension Problems 10
C. Listening Comprehension Strategies..... 17
D. Previous studies 23
E. Theoretical Framework 30

CHAPTER III RESEARCH METHOD

A. Research Approach..... 34
B. Research Setting 34
C. Participant..... 35
D. Method Of Collecting Data 35
E. Method Of Analyzing Data 36
F. Research Procedures..... 38

CHAPTER IV RESEARCH RESULTS AND DISCUSSION

A. Finding..... 40
    1. Problems in listening comprehension of advanced listening comprehension students 40
    2. Listening comprehension strategies of advanced listening comprehension students 68
B. Discussion 87

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion 91
B. Suggestion 92

REFFERENCES

APPENDICES

CURRICULUM VITAE

LIST OF APPENDICES

Appendix 1 : Research Permit

Appendix 2 : Questionnaire Documentation

Appendix 3 : The Result of Questionnaire

Appendix 4 **:**Documentation

CHAPTER I

INTRODUCTION

This chapter deals with background of the study, research questions, objectives of the study, significances of the study, scope and limitation of the study, and reasons for choosing the topic.

A. Background of Study

Naturally, human being needs to communicate with others, and people need a means of communication which is called language. Therefore, language is one of the most important things in human's life.[1] As we know, English as international language is used as a tool for communication in academics and daily activities. In English education, there are some skills that we should learn. Brown states that there are four skills which must be mastered by students, namely listening, speaking, reading and writing.[2] Listening skill is an important aspect of learning English because students use them to communicate with others. In language class, we must know how to understand what other people say, listening is one of the major roles in the communication process, listening is

[1]Muhammad Nafy annury.*Chilhood and Literacy (A Critical Study of Media Education as Contemporary Culture).* Vision Journal Vol 4 No 1. 2015.page 74

[2] H Douglas Brown,. *Teaching by Principles : An Interactive Approach to Language Pedagody.* San Fransisco : San Fransisco University.1994. page 247

one of the basic human needs and cannot be separated from everyday life.

In brief, the researcher assumed that there are Qur'anic verses that explain about listening ability. Al Qur'an as a guide and guideline for a human had given an outline of the five senses and their functions. Allah said in surah yunus verse 31.

قُلْ مَنْ يَرْزُقُكُمْ مِنَ السَّمَاءِ وَالْأَرْضِ أَمَّنْ يَمْلِكُ السَّمْعَ وَالْأَبْصَارَ

"Who is it that sustains you (in life) from the sky and from the earth? or who is it that has power over hearing and sight?".[3]

The surah explains that God said that sustenance may be understood in the sense of all the provision necessary for maintaining physical life as well as mental and spiritual development and wellbeing. Examples of the former are light and rain from heaven and the produce of the earth and facilities of movement on land and sea and in air. Examples of the latter are the moral and spiritual influences that come from our fellow-men, and from the great Teachers and Prophets.

Just two of our ordinary faculties, hearing and sight, are mentioned, as examples of the rest. All the gifts of Allah, physical and spiritual, are enjoyed and incorporated by us by means of the

[3] Abdullah Yusuf Ali, *The Meaning of The Glorious Quran The Glorious Quran Text, Translation & Commentry.* P. 129

faculties and capacities with which He has endowed us.[4]

For the students, mastering listening skill is the most important aspect of learning a foreign language. Listening skill is needed for many people, especially students who majoring in English because it is one of the skills that must be mastered. Listening ability is needed by the students for facing both local and national tests of English tested in written form, so that listening should be learned earlier since kindergarten until the higher education level. This listening skill is also needed for the TOEFL test. TOEFL test is a graduation requirement for students of UIN Walisongo. Although listening skill is considered easy, however, not all students have good listening skill, many students have problems with listening skill. listening skill had been ignored by some students until recently. Many people considered listening an ability that could be developed without assistance, so there is lack of attention to this listening skill. Listening skill is referred as the most important skill for language learning because it is the most widely used language skill in normal daily life and develop faster than the other language skills.

Although, listening ability is considered as an easy ability, in fact many students feel that listening is a difficult skill and they had problems when listening. One of the factors that caused the difficulties or problems in listening skill are the lack of vocabulary

[4] Abdullah Yusuf Ali, *The Meaning of The Glorious Quran The Glorious Quran Text, Translation & Commentry.* P. 129

mastered, thus making students not understand what the speaker is saying. Underwood states that the major listening problems as follow : (1) lack of control over the speed at which speakers speak, (2) not being able to get things repeated, (3) the listener's limited vocabulary, (4) failure to recognize the "signals," (5) problems of interpretation, (6) inability to concentrate, and (7) established learning habits.[5] But, Hamouda states that some factors causing students listening comprehension problems are categorized into different sources including problems related to the listening material, listening problems related basic linguistic, listening problems related to the listener concentrate, listening problems related to the physical characteristics, listening problems related to the listener and the speaker, and listening problem related to the physical setting.[6]

Therefore, to solve the problems that had by students in need of appropriate learning strategies to solved these problems. One of the ways is that students have to become actively involved in learning is by using listening strategies. Students use different listening comprehension strategy in doing tasks and processing the learning outcomes they face. The listening comprehension strategy is a good technique for how students can solve their problems and solve tasks.

[5] Mary Underwood. *Teaching Listening.Longman handbooks for Language Teachers*. 1989,page 16-19

[6] Dr Arafat Hamauda. *An Investigation of listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom*. (HR Mars : International Journal of Academic Research in Progressive and Development, 2003). page 124-138

The listening comprehension strategy is a good indicator of how students approach tasks or problems encountered during the language learning process. In other words, the listening comprehension strategy gives the teacher clues about how students assess situations, plan, choose skill appropriate for understanding, learning, or remembering new input presented in language classes. The listening comprehension strategies are used by students to achieve goals or to solve the problems. In other ways, it can be said that learning strategies can be used to solve students' listening problems.

This research is about problems in listening comprehension and strategies in listening comprehension of English department. The researcher chooses the research object at third semester at class 3a, 3b, and 3c. This research aim is to explain the listening comprehension problems and listening comprehension strategies used by students of advanced listening comprehension class. Besides, this research recommends several pedagogical implications that are beneficial for the process of language teaching. This study affirms that the pedagogical implications deserve a teacher’s considerations.

B. Research Questions

Based on the background of study above, the problems of the study are as follows:

1. What are the problems of listening comprehension of Advanced listening comprehension students?

2. What are the listening comprehension strategies used by the students to cope with their problems?

C. Objectives of Study

Based on the research questions above, this particular study aimed to:

1. Explain the listening comprehension problems of advanced listening students.
2. Explain the listening comprehension strategies used by the students to cope with their problems

D. Scope and Limitation of the Study

The subject of this research is the third-semester students of the English Education Department of UIN Walisongo Semarang in the Academic Year of 2019/2020. Meanwhile, the object of this research is the student's listening comprehension problems (listening material, basic linguistic, the listener concentrate, the physical characteristics, the listener and the speaker, and the physical setting) and the strategy used by the student to cope the listening problems (cognitive, metacognitive and socio-affective)

E. Reasons for Choosing the Topic

a. Listening comprehension is still rarely researched by English Education Department Students of UIN Walisongo, especially listening comprehension problems.

b. This topic is important to research because the results can open our minds that sometimes students have some problems in listening comprehension.

c. This topic is important to research because to make teachers are aware of students listening comprehension problems, and hopefully, teachers can help the students develop effective learning strategies also solve and improve students listening comprehension.

F. Significances of Study

The results of the study are expected to be used theoretically and practically:

a. Theoretically

1. Students: The research findings are useful to make the students aware that listening Comprehension of important skills in communicating and interacting with each other, and hopefully students can improve their listening comprehension.
2. Next researchers: The research findings are useful for the next researchers to get information about listening comprehension problems. Besides, it can be a reference in conducting relevant studies. It is also central to increase knowledge in the aspect of data collection procedures and data processing techniques.

b. Practically

1) The research findings are useful to give insight for the teachers that they should understand student's listening comprehension problems. By knowing and understanding the problems of listening comprehension that faced by students,

the teachers are expected to guide the students listening comprehension, help the students to improve their listening comprehension. It was also hoped that findings about students' difficulties provide English teachers with some guidelines for material evaluation and selection.

2). The research findings are also able to enhance the awareness of the teacher to give some strategies in the teaching and learning process since teachers are the role model of students.

CHAPTER II

This chapter consists of literature review, previous studies, and theoretical framework.

A. LITERATURE REVIEW

1. Definition of Listening

Listening is the ability to understand and identify what other people are saying. This involves understanding a speaker's accent or pronunciation, its grammar and its vocabulary, and grasping the meaning.[7] According to Rost listening is very important to which teachers and learners should pay enough attention to obtain communication aims. Listening is very important in language learning because it provides input for learners and it has also an important role in the development of learners' language knowledge.[8] It can be defined that listening is receiving language through the ears. Listening involves understand and identify the sound of speech and processing them into words and sentences.

Listening as comprehension is the traditional way of thinking about this nature of listening. Indeed, in most methodology manuals listening, and listening comprehension

[7]Fan Yagang. *Listening: Problems and solutions*. In Thomas Kral (ed.) *Teacher Development: Making the Right Moves*. Washington, DC: English Language Programs Division, USIA (1994). Page 1

[8]M Rost.*Listening*. London: Longman (1994)

are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse. [9] Listening comprehension is conscious attempt on one's part to be attentive and comprehend what is speaker speaks. The purpose of listening to a speech or conversation for the purpose of comprehend is called listening comprehension.[10] Listening comprehension as an interactive process in which is the listener can understand grammatical structure, pressure, intonation, linguistic and non-linguistic instructions.

2. Listening comprehension problems.

Learning listening comprehension is the way from the students to comprehend the listening material in class. But, mostly the students in learning listening comprehension get the difficulties or problem of listening comprehension

Listening difficulties are defined as the internal and external characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive procedures that take place at various stages of listening

[9] Jack C Ricards and Renandya, W. *Methodology in Language Teaching.* Cambridge: Cambridge University Press. 2002. Page 3.

[10] Dr SobhanaNandyalPanduranga. *Teaching Listening Skill in an EFL Classroom- Building Activity*.Jizan University.KSA. 2016. Page 62

comprehension. [11] Mery underwood states that the major listening problems as follow : (1) lack of control over the speed at which speakers speak, (2) not being able to get things repeated, (3) the listener's limited vocabulary, (4) failure to recognize the "signals," (5) problems of interpretation, (6) inability to concentrate, and (7) established learning habits. Underwood sees these problems as being related to learners' different backgrounds, such as their culture and education.[12]

According Hamouda there are some factors causing students listening comprehension problems are categorized into different sources including problems related to the listening material, listening problems related basic linguistic, listening problems related to the listener concentrate, listening problems related to the physical characteristics, listening problems related to the listener and the speaker, and listening problem related to the physical setting.

a. Problems related to the listening materials

According Hamouda listening material itself can be main sources of listening problems. Listening material can related to all area of life. In particular, Listening problems related to listening material can be occur when limited English vocabulary that make

[11] C Goh.*A cognitive perspective on language learners' listening comprehension problems, Systems 28(1)-55-57: Elsevier* (2000).. *Page 3*

[12] Underwood, Mary. *Teaching Listening.Longman handbooks for Language Teachers.*(1989) Page 16-20

students will be unfamiliar with jargon or idioms, poor grammar, length of spoken text and,unfamiliar topics may present students with listening problems. According carroll and sheils the explicitness of information that contained in speech, long conversation and the degree of attractiveness of message influence the success and failure of listening comprehension.

b. Problems related basic linguistic

Linguistic challenges are those that result from the English language itself. Brown (1994) points out several linguistic sources which make listening difficult: 1) the use of colloquial language and slang; 2) the use of reduced forms; 3) the "prosodic features" of the English language; and 4) to strange accents and pronounciation.[13] For example, many students in language class are accustomed to their teacher's accent who is non-native speaker. So, it is make them difficult when understanding native speakers. Sometimes this becomes a problem when students are confronted with native English speaking

[13] H Douglas Brown.*Teaching by Principles : An Interactive Approach to Language Pedagody.* San Fransisco : San Fransisco University.1994. page 252-254

accents when learning in class.[14] However, students who have experience in listening and understanding several different accents are more likely to be able to overcome differences in accents than those who lack some understanding of different accents

c. Problems related to the listener concentration.

The third factors which affects students listening comprehension is concentration during listening lessons students are required to be attentive since in a very restricted time they are required to process and understand a strand of newly introduced information. Failure to concentrate will result in the students missing some information of the materials.[15] According to Hatta get tired or lose of concentration is one reason for not making listening comprehension passages too long overall, and for breaking them up into short 'chunks' through pause, listener response or change of speaker.[16] According to underwood inability to concentrate can be caused

[14]Peny Ur. *Teaching Listenig Comprehension.*New York : Cambridge University.1984. page 20

[15]Dr Arafat Hamauda. *An Investigation of listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom*. HR Mars:International Journal of Academic Research in Progressive and Development, (2003) page 117

[16]Muhammad Hatta, *Teaching Listening.* Center for Development and Enpowerment of Language Teachers and Educational personnel: Indonesia. 2009. Page 5-6

by a number of things, but in listening it is a major problem. If students find the topic interesting, they will find concentration easier. Outside factors may well make concentration difficult, if recorded material is being used, an inferior machine or poor recording can make it very hard to the students.[17] Loosing concentration can be caused by fatigue, get tired, bad recording that make students difficult to get concentration to the materials.

d. Problems related to the physical characteristics

According to Yagang listening comprehension process is also a relatively complex psychological process.[18] In psychology, it is stated that when a person feels nervous or anxious he or she may not be concentrated. When one felt uncomfortable, his or her ability to listen is greatly reduced. Boredom and frustration are other barriers to listening comprehension.

Boredom and frustration may affect the extent to which attention is paid to listening. This occurs as a result of poor stimulation caused by disinterest in the

[17] Mary Underwood, *Teaching Listening (Longman Handbooks for language teachers).* New York. 1989. Page 19

[18] Fan Yagang. *Listening: Problems and solutions*. In Thomas Kral (ed.) *Teacher Development: Making the Right Moves*. Washington, DC: English Language Programs Division, USIA. (1994) Page 3

topic, lack of motivation, failure in the part of the teacher to present meaningful material in a stimulating manner, or presenting the lecture.Problems related physical characteristics can be caused due to the condition of students who are not ready in learning so as to cause feelings of nervousness, anxiety, boredom, and feeling insecure with the ability to listen which is felt to be very lacking and ultimately makes it difficult for students to concentrate

e. The listener

According to Hamauda reveal that listening problems may arise from students inability to recognize the main words in listening comprehension and understand the spoken text from the first listening. According to underwood that sometimes, listener can deduce the meaning of a word from its context. This is something that frequently occurs in mother-tongue listening when a word is not understood or not heard clearly. For people listening to a foreign language, an unknown word can be like a suddenly dropped barrier causing them to stop and think about the meaning of the word and thus making them miss the next part of the

speech.[19] The problem of the listener can be caused by the lack of vocabulary from the students so that students are unable to recognize and understand what the speaker is saying.

f. The speaker

According to hamauda Problems of listening comprehension related to speaking can be seen in relation to natural speech, pronunciation, varied accents, and a voice heard only on an audio-tape cassette recorder without seeing the speaker.[20] It means that the problems related to the speaker can be caused by pronunciation, different accents of the speaker, causing students difficulties for what the speaker says and when the teacher only uses recorded audio tapes in learning process, students only hear the voice of the speaker without can see the speaker so that it becomes one of the factors students problems in listening comprehension.

g. Problems related to physical setting.

[19] Mary Underwood. *Teaching Listening (Longman Handbooks for Language Teachers)*.New York. 1989. Page 17

[20] Dr Arafat Hamauda. *An Investigation of listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom*. HR Mars:International Journal of Academic Research in Progressive and Development. 2003. page 135

Accodinghamauda not only the difficulties come from the message, the listener or the speaker but also come from the environment surrounding the students.[21] Noise or distortion in the audio signal interferes with listening comprehension for listeners. the listening comprehension problems are can due to the bad recording quality / poor- quality tapes or disks. For example, the cassette may be recorded while there are noises around or the cassette is used for such a long time so the quality is worn out. Unclear sounds resulting from poor-quality equipment can also interfere with the listener's comprehension.

3. Listening comprehension strategies

Goh said that it is very important to teach listening strategies to students and before doing this, teachers should increase learners' knowledge of vocabulary, grammar, and phonology. The development of strategy is significant for the training of listening and learners can guide and assess their

[21] Dr Arafat Hamauda. *An Investigation of listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom*. HR Mars:International Journal of Academic Research in Progressive and Development. 2003. page 138

own understanding and answers.[22] Strategies can be thought of as the ways in which a learner approaches and manages a task and listeners can be taught affective ways of approaching and managing the listening.

O'Malley, Chamot and Kupper (1989), and Vandergrift, (1997) as Huy, Thanh, Huynh define listening comprehension strategies as steps taken by learners to help them acquire, store, retrieve, and/or use information.[23] Oxford (1990) as Abral Hamid defines language learning strategies as the techniques that learners utilize to improve the use of the target language information. Listening strategies have been broadly categories as cognitive, metacognitive, and social-affective based on their functions and the type of mental, social, and affective processes involved.[24]

According to Newton listening strategies can be taught and do improve comprehension. Newton mention that there are two types of listening comprehension strategies, such as:

[22] C Goh.*Learners' self-reports on comprehension and learning strategies for listening*. Asian Journal of English Language Teaching, 12.(2002*).* page46-68.

[23]Huy, Thanh, Huynh, Le.*An Investigation into Listening Strategies of EFL Students within the High School Setting. Dong ThapUniversity : Vietnam.* 2015. Page 24

[24]Christine C.M Goh and Gungwai hu.2013.*Exploring the Relationship between Metacognitive Awareness and Listening Performance with Questionnaire Data.*Nanyang Technological University: Singapore. Page 3

communication strategies and learning strategies.[25] Listening comprehension strategies is a technique used by students to solve their problems in listening comprehension and improve the understanding about the target language.

Rubin (1994) claims that listening strategies can be taught and do improve comprehension. [26] According to Vendergrift and Goh there are some types of listening strtaegies such as, cognitive strategies, metacognitive strategies and socio-affective strategies.

a. Cognitive strategies

Vandergrift defined that Cognitive factors include linguistic knowledge (vocabulary and syntactic knowledge), discourse knowledge, pragmatic knowledge, metacognitive knowledge, prior knowledge, first language[27]Cognitive strategies are problem solving techniques related to understanding and understanding in short-term memory or long-term memory in learning activities and make students easier to gain knowledge.

[25] Jonathan Newton.*Teaching ESL/EFL Listening and Speaking.Routledge:* New York. 2009. page 40

[26]Joan Rubin. *A Review of Second Language Listening Comprehension Research.*The Modern Language Journal. 1994. page 199

[27] Larry Vandergrift &Goh C. 2012. *Teaching and Learning Second Language Listening.*Routledge Taylor & Group : Newyork.page 58

Cognitive strategies are classified into four set such as practicing, reviewing or sending massage, analyzing or reasoning and summarizing.[28]

- *Practicing* consisting of two strategies: recognizing and using formulas and patterns, and repeating, helps learners use what they hear to facilitate the retrieval of appropriate information from long-term memory.
- *Sending and receiving message* which could help listeners get the idea quickly by focusing the main ideas and detail ideas while listening.
- *Analyzing and reasoning* was used to construct words or compare and contrast words or expressions between the target language and the native language to make listening learning easier.
- *Creating structure for input and output* including two strategies; note-taking and summarizing, helps learners synthesize

[28]Le hunyhthanhhuy.*An Investigation into Listening Strategies of EFL Students within the High Scholl Setting.*Dong Thap University. Vietnam. 2015. page 25

what they hear to facilitate retention of the information (summarizing strategy)

b. Metacognitive strategies

Metacognitive strategies are considered important because learners become more proficient in the second language.Vandergrift defined that the control dimension of metacognition involves use of cognitive processes such as planning, monitoring, problem-solving, and evaluating to effectively regulate listening comprehension. [29] So, Metacognitive strategy is a technique used by students to control learning through planning, checking, assessing and changing.

Wenden claims that students who use metacognitive strategies have the following advantages:

1) Learners use learning strategies.
2) They learn faster and integrate the knowledge remarkably.
3) Learners define themselves as constant receivers and can properly deal with all situations.
4) They have self-confident to get help from partners, teachers, or family when needed.

[29] Larry Vandergrift &Goh C. 2012. *Teaching and Learning Second Language Listening*.Routledge Taylor & Group : Newyork.page 23

5) They observe and evaluate why they are prosperous learners.
6) They handle the situation when things go wrong throughout the task.[30]

c. Socio-affective strategies

Vandergrift defined that socio-Affective factors include factors such as anxiety, motivation, and self-efficacy. [31] social/affective strategies refers to strategies that learners use to learn by interaction with their classmates and questions that are asked from teacher to understand the special subject, or remove or lower their anxiety.

Socio-affective strategies are concerned with the learners' interaction with other speakers and their attitude towards learning. It is necessary for learner to know how to reduce the anxiety, feel confident during listening tasks, and raise personal motivation in enhancing listening ability. [32] Socio-affective is a technique used by listeners to collaborate with others, to facilitate them, to increase understanding, to reduce

[30]Wenden.*Metacognitive Knowledge and Language Learning.*Oxford University Press.1998. page 520

[31] Larry Vandergrift &Goh C. 2012. *Teaching and Learning Second Language Listening.*Routledge Taylor & Group : Newyork.page 58

[32]Vandergrift, L. *Orchestrating strategy use: Towards a model of the skilled L2 listener. Language learning*, (2003).*page 53.*

anxiety and increase confidence during learning. The three sets of affective strategies were lowering listeners' anxiety, encouraging themselves, and taking their emotion temperature.[33]

- *The first*, specific strategy of lowering listeners' anxiety in using progressive relaxation enables listeners to keep calm when listening.
- *The second* is encouraging themselves in making positive statement helps listeners increase their confidence in finishing listening task.
- *The last* set (taking their emotional temperature) consists of two specific listening strategies, listening to the body and discussing with someone helps listeners recognize their feelings and exchange their feelings with their friends.

B. Previous Studies

The researches of listening comprehension problems have been conducted by many people. It shows that listening comprehension

[33]Le hunyhthanhhuy.*An Investigation into Listening Strategies of EFL Students within the High Scholl Setting.*Dong Thap University. Vietnam. 2015. page 26

problems is an interesting object to study. In this opportunity, the researcher would like to review 5 previous studies as follow:

a) AhkamHasanAssaf. 2015. The Difficulties Encountered by EFL Learners in Listening Comprehension as Perceived by ELC Students at the Arab American University-Jenin. Palestine : An-Najah National University.[34]

This previous study was aimed to identify the difficulties students face in listening comprehension and to study the relationship the difficulties encountered by EFL Students with student's academic level, academic year, gender, type of school and number of school years studying English. The result showed that disability of word recognition, lacking background information about the topic, noise around, poor quality listening equipment and not enjoying the listening excerpt got a high effect degree. This previous research is similar as my research which discussed the difficulties of listening comprehension. The data collection techniques also will be the same with my research planning, both use questionnaire. The research method almost same with my research planning, in this previous research, used quantitative and qualitative method, while my research planning used qualitative method. The subject is almost similar as my

[34]A H Assaf. 2015. *The Difficulties Encountered by EFL Learners in Listening Comprehension as Perceived by ELC Students at the Arab American University-Jenin.* An-Najah National University : Palestine.

research. In this previous research at intermediate and advanced class listening comprehension, while in my research planning only at advanced listening comprehension class.

However, it has some differences. This previous study was aimed to find out the difficulties of listening comprehension by analyzing the data using the theory of Conrad, Blau, Griffths, Zhao, Rost, Goh and Chen. While my research planning will be aimed to find out the difficulties of listening comprehension by analyzing the data using the theory of Hamouda and the listening comprehension strategies using the theory of Vandergrift.

b) Darti and andiasmawati. 2017. Analyzing student's difficulties toward listening comprehension. ETERNAL(English teaching learning and research journal) vol 3 no 2. Indonesia :universitasislamnegeriallaudinmakasar.[35]

This previous study was to find out the problems encountered by the students in listening comprehension. The result showed that listening is a very difficult skill for students who study a foreign language. It was based on three factors influencing the listening comprehension, such as

[35] Darti and andiasmawati. 2017. *Analyzing student's difficulties toward listening comprehension.ETERNAL(English teaching learning and research journal) vol 3 no 2*. universitasislamnegeriallaudinmakasar : Indonesia.

listening material, listener factor, and physical setting. Therefore accents, pronunciation, speed of speech, insufficient vocabulary, different accent of the speaker, lack concentration and bad quality of recording were the major problems encountered by the students English Education Department. This previous research is similar to my research which discusses difficulties of listening comprehension. The data collection techniques also will be the same to my research, both use questionnaires.

However, it has some differences. The subject of this previous research is different from my research planning. The subject of this research is in English Education Department students in the second semester, while my research planning in the education department in the third semester. This previous study was aimed to find out the difficulties of listening comprehension by analyzing the data using the theory of Hamouda. While my research planning will be aimed to find out the difficulties of listening comprehension by analyzing the data using the theory of Hamouda and the listening comprehension strategies using the theory of Vandergrift.

c) Farah sukmawati wahidah.2018. a case study of EFL learner's difficulties in listening comprehension. Academic journal

PERSPECTIVE, Education and literature vol 6 (1). Indonesia :universitasswadayagunungjati Cirebon.[36]

This previous study was aimed to analyze the level of student's difficulties in listening comprehension and the factors causing it. The result showed that many factors causing student's difficulties in listening. The factors were from the speaker, the environment, and the listener itself. The research method is similar to my research, both use qualitative research. The data collection techniques are almost the same as my research. In this previous research used observation, test, and questionnaire, while my research use questionnaire.

However, it has some differences. The theory of this previous research is different from my research. The theory of listening comprehension problem In this research used theory by Jun and Zhenghou, while the theory in my research will be used theory by hamauda and the listening comprehension strategies used theory by Vandergrift.

d) Friscillawulantersta and alvenderinovianti. 2017. Listening to student's voices: student's problem in listening comprehension. Advances in social science, eduation and

[36] Farah sukmawati wahidah.2018.*a case study of EFL learner's difficulties in listening comprehension*. Academic journal PERSPECTIVE, Education and literature vol 6 (1).universitasswadayagunungjati Cirebon : Indonesia.

humanities research (ASSEHR) Vol 82. Indonesia :universitaspendidikan Indonesia.[37]

This previous study was aimed to investigate the perception, problem, and strategies that have been faced by students in listening skills. The result showed that listening material, psychological characteristics, physical setting, listener, and speaker were the problems that the student's face. This previous research is similar to my research planning which also discusses the difficulties of listening comprehension. The subject of this previous research is the same as my research, namely in the students of the English Education Department. The data collection techniques are the same with my research, both use questionnaires. This previous research used questionnaire and interview were adopted form hamouda 2013, while my research using questionnaire and interview adopted from hamouda and Vandergrift. In this research used mix method quantitative and qualitative, but my research using a qualitative method.

However, it has some differences. The subject of this previous research is different from my research planning. The subject of this research is in English Education Department students in the fourth semester, while my research planning in the education department in the third semester.

[37]Friscillawulantersta and alvenderinovianti. 2017. *Listening to student's voices: student's problem in listening comprehension*. Advances in social science, eduation and humanities research (ASSEHR) Vol 82. universitaspendidikan Indonesia : Indonesia.

e) Sara nowrouzi,at all. 2015. Iranian EFL Students Listening Comprehension Problems. Theory and practice in language studies, vol 5 no 5. Malaysia : University of Malaysia.[38]

This previous study was aimed to explore the listening comprehension problems of a group of EFL Learners. The result of this previous research indicated that the learner experienced moderate to high levels of difficulty in all categories of listening comprehension problems, namely perception, parsing, and utilization. The data collection techniques also will be the same with my research, both use questionnaire. This previous research is similar to my research which discusses listening comprehension problems. However, it has some differences. The subject of this previous research is different from my research planning. The subject of this research is selected randomly from three universities but the major is same as my research namely in English Education Department students. In this research used quantitative method but in my research using qualitative method. This instrument of previous research was developed based on the related literature and theory of Anderson 1995, Goh 2000 and Liu 2002, while my research planning using theory of Hamouda and Vandergrift.

[38]Sara nowrouzi,at all. 2015. *Iranian EFL Students Listening Comprehension Problems*. Theory and practice in language studies, vol 5 no 5. University of Malaysia : Malaysia.

C. Theoretical Framework

Every arrangement of research paradigms must be based on a theoretical framework. Theoretical framework itself is a synthesis of the relationships between variables arranged from various theories that have been described. Furthermore, it is analyzed critically and systematically to produce a synthesis of the relationships between the variables studied.[39] Uma Sekaran defines theoretical framework as a conceptual model of how a researcher theorizes or makes logical sense of therelationshipsamong several factors that have been identified as important to the problem.[40]

The framework of this study starts from the curiosity of researchers about the problem of listening comprehension. As a student majoring in English (basically not an English speaker), researchers felt that some students in the English education department of UIN Walisongo still had problems with listening skills. Based on researcher experience and observation, researchers found that students were still faced the difficulties or had problems in listening comprehension.

Foreign learners have a significant problem in listening comprehension, because of the fact that schools pay more attention to structure, writing, reading and vocabulary. According to

[39] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015), page 92

[40] Uma Sekaran, *Research Methods for Business: A Skill-Building Approach (Fourth Edition)*, (New York: John Wiley & Sons Ltd, 2003), page 87

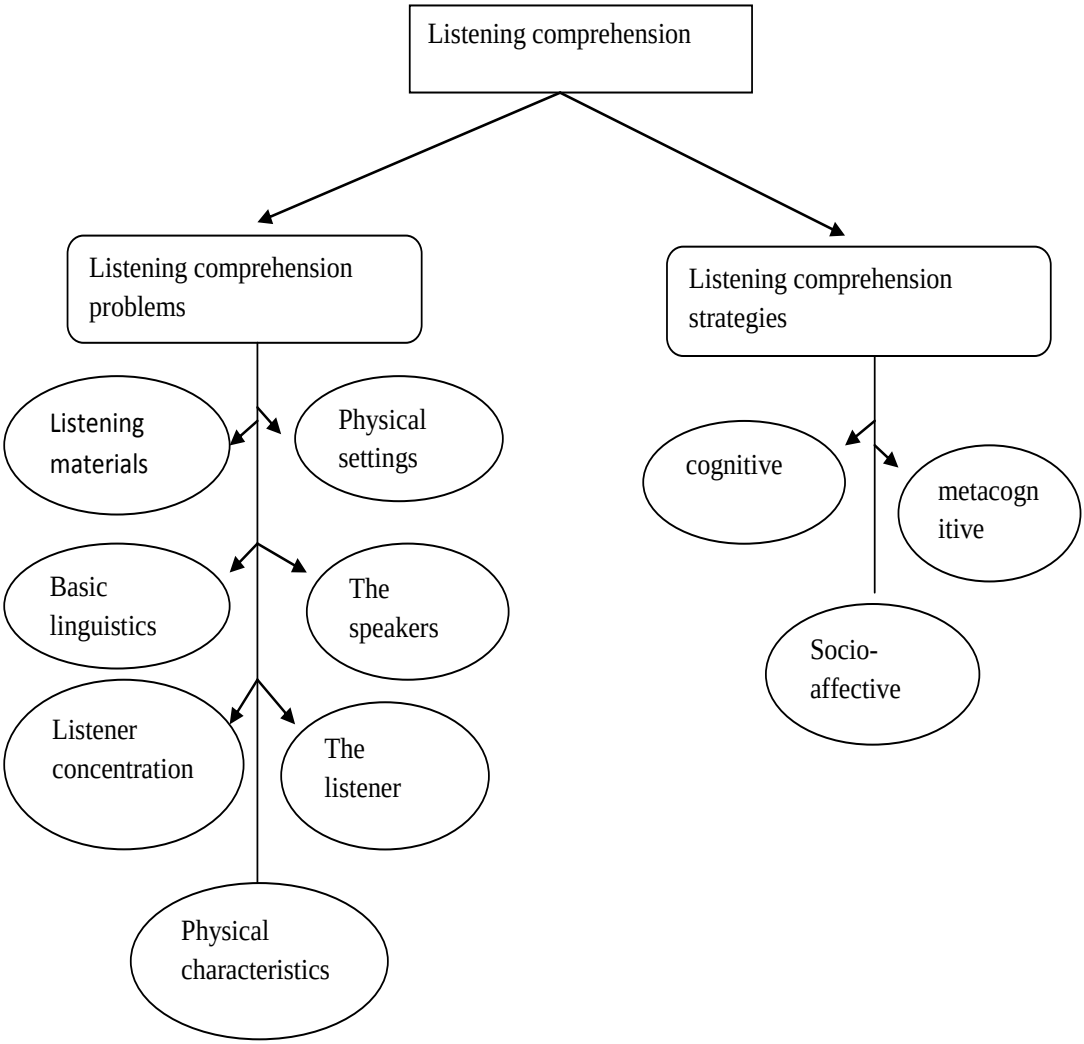
Hamauda (2013) problems or listening difficulties faced by students there are several factors including listening material, basic linguistics, listener concentration, physical characteristics, the listener, the speaker, and physical settings. The more students listen, the more language they acquire, and the better they are at listening activities in general, but students have problems do it. The lecturer role was findings out their students difficulties

Listening comprehension problems will affect students in learning in class, because this problems makes students not know the meaning and content of learning material in the classroom. listening comprehension is one of one's abilities in receiving and analyzing what is said by the speaker. however, sometimes students are not able to interpret what is said by the speaker, so this becomes a problem for students. Actually, the problem of understanding listening can be solved by strategy. each student must have a way or strategy to resolve the difficulties they face when listening to understanding. listening comprehension strategy is a method or technique used to solve problems in listening and to improve their understanding of listening. Therefore, this study will be conducted with the third semester student subject from the English education department at UIN Walisongo in the 2019/2020 academic year where basically the first semester students still have many new vocabulary that they do not know so they will listen according to their previous knowledge.

The data collection techniques will be conducted through questionnaire. After the data are obtained, the researcher will compile the data, then identifying and classifying the data. The findings of this study are the answers from research questions above. Namely the problem of listening comprehension that faced by students of Advanced listening comprehension and the strategy to cope listening comprehension problems. By knowing that there are some problems of listening comprehension that faced by students, teachers are expected to :

1. Teachers are expected to understand that students has different listening comprehension problems.
2. The teachers are expected to consider the strategies and treatments used while teaching listening comprehension.
3. Teachers are expected to create a comfortable classroom atmosphere for each student, using several motivational strategies to encourage all students to actively participate in class activities.
4. Teachers are expected to provide authentic and up-to-date material that is similar to everyday life, and use other methods to make students more active and enthusiastic.
5. Teachers are expected to understand students' backgrounds because they are not native speakers. because, the target language is a foreign language.

In order to clarify the theoretical framework above, the following is illustrated by the scheme of theoretical framework:


Listening comprehension
Listening comprehension problems
Listening comprehension strategies
Listening materials
Physical settings
Basic linguistics
The speakers
Listener concentration
The listener
Physical characteristics
cognitive
metacogn itive
Socio-affective

CHAPTER III

RESEARCH METHOD

This chapter deals with the type and research approach, research setting, source of data, method of collecting data, and method of analyzing data.

A. Research Approach

This research belongs to qualitative research approach. The researcher didn't give any treatment in this research. Qualitative research tent to collect data in the field at the site where participants experience the issue or problem under study.[41]Whereas according to Bogdan and Taylor explained that qualitative research is one of research procedures that produces descriptive data in the form of speech or writing and the behavior of the people observed.[42]

B. Research Setting

The research was conducted in English Education Department of UIN Walisongo Semarang in the Academic year 2019/2020. The researcher determines this place with consideration that English Education Department of UIN Walisongo has potential to be researched, and it is close

[41] John, W. Creswell, 2009, *Research Design, Qualitative, Quantitative, and Mixed Method Approaches 3rd Edition*, (California: SAGE Publication Inc) p. 175

[42]V. Wiratna Sujarweni, *Metode Penelitian Lengkap, Praktis, dan Mudah Dipahami*, (Yogyakarta: Pustaka Baru Press, 2014), page 19

distance with the researcher because the researcher is also the student majoring English Education Department of UIN Walisongo so that it made her easier to collect data as well as made efficient time and cost. The other reason is listening comprehension as a one of subject or course in UIN Walisongo.

The research was conducted on 29 September 2019 in 3 different classes, namely PBI 3A, 3B, 3C, and the total is 131 participants. The researcher gave questionnaire to get data from participants.

C. Participants

The participants of this research were the third semester that consisted of three classes, PBI 3A, 3B and 3C. The total number of students were 131 students and all of them are non-native speakers.

D. Method of Collecting Data

Research instrument is a tool or facility used by the researcher in collecting data to make researcher easier to get better results. In this context, the researcher used questionnaire as the research instrument.

This research was conducted by using questionnaire to collect the data:

The questionnaire adapted from Hamauda (2013) and Vandergrift & Goh (2012) and Taguchi (2002) consists of 45 questions.

Questionnaire : Questionnaire is a technique of collecting data by giving a set of questions or written questions to the respondent to answer. The questionnaire was distributed to know the students' difficulties.[43] There were some stage that held in questionnaire process: *first stage*, the researcher gave the questionnaire to the students. *Second stage,* the researcher asked the students to answer the questionnaire. *The last stage*, all of the result questionnaire was analyzed.

The questionnaire consisted of 45 questions. For the listening comprehension problems consisted of 25 question based on theory of hamouda and for the listening comprehension strategies based on theory of Vandergrift, Goh (2012) and Taguchi (2002) consisted of 20 question.

E. Method of Analyzing Data

The analysis used in this research was an analysis according to Miles and Huberman in Sugiyono (2018: 246). Activities in type data analysis technique was conducted interactively and continuously until complete so that the data was already saturated. Activities in data analysis were *data reduction, data display, and conclusion drawing/verification*. The following is a breakdown of the steps in analyzing data:

[43]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015), page 142

1. **Data reduction:** The data obtained was written in the form of reports or detailed data. Reports compiled based on the data obtained are reduced, summarized, selected main points, focused on important matters[44]. Data reduction means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. In this case, the researcher reduced the data by doing 3 steps:

   a. ***Compile the data*** : the data was compiled through questionnaire by giving a list of question and would be answered by the participants
   b. ***Identification***: after obtaining data, for questionnaire the data was identification based on the factors of listening comprehension problem and strategy that used by the students.
   c. ***Classification***: after identifying data, the data was classified based on listening comprehension problems and listening comprehension strategies.

2. **Data display.** The data obtained was categorized according to the subject matter and made into a matrix to make it easier for the researcher to see the patterns of data relations with other data[45]. By displaying data, it made it easier to understand what

[44] V. WiratnaSujarweni, *MetodePenelitianLengkap, Praktis, danMudahDipahami* , page 33

[45] V. WiratnaSujarweni, *MetodePenelitianLengkap, Praktis, danMudahDipahami* , page 35

was happening, plan further work based on what had been understood. After the data needed had been collected, then the next step was classifying the problems of listening comprehension and the strategies of listening comprehension. The data in the form of listening comprehension problems and listening comprehension strategies according to the theory developed by hamouda and Vandergrift.

3. **Conclusion drawing.** For the last stage, the results of the analysis produced conclusions based on the research that had been done. In this case, the results of the analysis produced a conclusion. In this case, the conclusion was in the form of description of the listening comprehension problems and listening comprehension strategies of the students of advanced listening comprehension class. [46].

F. Research Procedures

To collect the data, the researcher used questionnaire and interview as a research instruments. In this case, the data was collected in three different classes, and the total participants were 131 students. Here was the steps in conducting the research:

a) Choosing the research subject, namely the third semester students of English Education Department.

[46]Sugiyono, *MetodePenelitianKuantitatif, Kualitatif, dan R & D*, page 246

b) Asking permission to the lecturers who handle the classes to conduct a research.

c) Research. The researcher came to the class, gave the questionnaire.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses two sections, namely findings and discussions. The findings of the research deal with result of data analysis about the students' difficulties toward listening comprehension and students listening comprehension strategies to cope their problems. Factor causing students listening comprehension problem are listening material, listener factor, physical setting and listening comprehension strategies are cognitive, metacognitive and socio-affective. The discussion covers interpretation of the findings and further information was given.

A. Findings

In collecting the data, the researcher used questionnaire. In this case, from 131 participants only 120 participants who were willing to fill the question.

1. Listening Comprehension Problems

The researcher already distributed the questionnaires to third semester of Advanced Listening Comprehension Students. They were One hundred twenty students from English department students, the questionnaire consisted of closed and open ended questions. Furthermore, the questionnaire provided twenty-five questions. The questionnaire was divided into seven parts. The first part is

the problems related to listening materials. The second part is the problems related to the basic linguistic. The third part is the problems related to the listener concentration. The fourth part is the problems related to the physical characteristics. The fifth part is the problems related to the listener. The sixth part is related to the speaker. Then, the last related to the physical settings.

1.1 Problems with Listening Materials

The materials became the main source of listening comprehension. The problems included the difficulty to understand unfamiliar words (jargons and idioms), unfamiliar topic and limited vocabulary. To make it clear, the researcher shows the result of listening comprehension problems with listening materials in the table as follows:

Table 1.1

Student Problems with Listening Materials

No	Question	Yes	No	Total
1.	Did I feel difficult to understand listening texts in which there are too many unfamiliar words including jargon and idiom?	94 78%	26 22%	120 100%
2.	Did I feel difficult to	89	31	120

	understand listening texts when the topic is unfamiliar?	74%	26%	100%
3.	Did I feel difficult to understand every single word of incoming speech?	66 55%	54 45%	120 100

Based on the table above, the listening comprehension problems with listening materials can be explained as follows:

1. Problems related to unfamiliar words

Students' problems with listening materials dealt with unfamiliar words (idioms and jargon). It shows that 94 participants (78%) have responded yes, 26 participants (22%) have responded no. It can be concluded that most of the students still did not know about jargon or idiom. It means that vocabulary was a big obstacle or problem in listening comprehension. Their knowledge about jargon and idiom were too limited, so it became a big problem for them.

Here are the examples of participants' reasons:

P1 **:** **"**because I have just little knowledge of idiom and jargon, and of course because of it rarely use"

P2 **:** **"**because idiom or jargon are different meaning with the word, so it make me difficult to understand"

P3 **:** **“**jargon and idiom are difficult to guess”

2. Problems related to unfamiliar topics

Students’ problems with listening materials dealt with the unfamiliar topic, it shows that 89 participants (74%) have responded yes, 31 participants (26%) have responded no. It indicated that the students found the difficulties in listening when the topic was unfamiliar. It means that the students build their understanding based on what they know. Sometimes there were dialogues, talks or news about topics that was different from what they learnt for example about health, and economics, so the students did not know about the vocabulary of the topic. It affected them because they lack of reading about that and they had to increase their knowledge by reading and listening.

Here are the examples of participants’ reasons:

P1**:”**because when the topic is unfamiliar, it is very hard to suspect the substance of the text”

P2**:”** I didn't understand the topic with listening text”

P3**: “**because when the topic is unfamiliar, the text is like an abstract”

3. Problems related to understand every single word in text.

Students' problems with listening materials dealt with understand every single word in the text. It shows that 66 participants (55%) answered yes, 54 participants (45%) answered no. Students found the difficulties to answer questions from the speaker because they tried to understand every single word from the speaker. It made students spend a lot of time to understand words and makes them lose focus on the topic.

Here are the examples of participants' reasons:

P1:"because the speaker have pronunciation well, so sometimes I don't get what they means"

P2: "maybe rather yes, because the native speaker speaks rapidly"

P3: "because making inference is very difficult"

1.2 Problems with Basic Linguistic

Basic linguistic became the next problem of listening comprehension. The problems included the difficulties dealt with colloquial language, slang word, reduced forms, and when the sentences are too long and complex. To make it clear, the researcher shows the result of listening comprehension problems with basic linguistics in the table as follows**:**

Table 1.2

Student Problems with basic linguistics

No	Question	Yes	No	Total
1.	Did I feel surprising and difficult to deal with colloquial language and slang?	77 64%	43 36%	120 100%
2.	Did I feel difficult to understand reduced forms?	70 58%	50 42%	120 100%
3.	Did I feel difficult to recognize the signals which indicate that the speaker is moving from one point to another?	68 57%	52 43%	120 100%
4.	Did I feel difficult to follow the sequence of the spoken text when the sentences are too long and complex?	77 64%	43 36%	120 100%

Based on the table above, listening comprehension problems with basic linguistics can be explained as follows:

1. Problems related to colloquial language and slang word.

Students' problems with the basic linguistic dealt with colloquial language and slang, it shows that 77 participants (64%) have responded yes, 43 participants (26%) have responded no. Students are still having difficulties understanding colloquial language and slang word. It showed that students still have limited understanding of it. It was caused the students less read and listened.

Here are the examples of participants' reasons:

P1: "because I rarely use slang and when I hear same slang, it make me didn't know what it mean"

P2: "because I don't know much about colloquial and slang"

P3: "because sometimes the colloquial and the slang are different from the structure I know"

2. Problems related to reduced forms.

Students' problems with the basic linguistic dealt with the reduced forms, it shows that 70 participants (58%) choose yes, 50 participants (42%) choose no. It indicated

that students lack of understanding about reduced form because reduced form was often used in spoken and rarely used in written, so made the students unfamiliar with that. It showed the students need to improve their learning about reduced form so that students were easy to answer questions in listening comprehension.

Here are the examples of participants' reasons:

P1: "Sometimes I feel unfamiliar with some words that I've never heard but few of them as ""wanna ""ganna"" I know and understand what it is"

P2:"I can't predict it and I don't know the answer"

P3: "Sometimes I feel difficult to interpret the meaning of reduced forms when speaker speak too fast. It sounds like unfamiliar words for me"

3. Problems related to cannot recognize signals.

Students' problems with the basic linguistic dealt with recognize the signals, it shows that 68 participants (57%) choose yes, 52 participants (43%) choose no. It indicated that students found it difficult to get information from point to point because they had to understand many words so made them focus and thinking a lot in one word. So it made

them difficult to recognize that the speaker was moving to another point.

Here are the examples of participants' reasons:

P1: "because the speaker usually speaks too fast, so I cannot to follow point by point of the speaker says"

P2: "When the speaker speak too fast, I usually cannot get the point"

P3:"I cannot guess well"

4. Problems related to spoken text are too long and complex.

Students' problems with the basic linguistic dealt with a long and complex sentences, it shows that 77 participants (64%) choose yes, 43 participants (36%) choose no. Long and complex sentences were one of the difficulties for students to get meaning in listening comprehension. Beside that, it showed the difficulties to understand, it also made students felt bored and tired, so made students easily lost concentration.

Here are the examples of participants' reasons:

P1:"because the text so long, I can't understand the meaning"

P2: “I feel tired when text to long and it can make lose my concentration”

P3: “sometimes I'm not understood if the sentences are too long. I think that is need more time.

1.3 Problems with Listener Concentration

Students’ problems in listening were not only from the listener concentration, but also from the listener itself. Understanding listening materials also need concentrations. Many factors affected the students’ concentration. To make it clear, the researcher shows the result of listening comprehension problems with listener concentration in the table as follows:

Table 1.3

Students Problems with the listener concentration

No	Question	Yes	No	Total
1.	Did I lose focus of the talk when I have got an expected answers in my mind?	66 55%	54 45%	120 100%
2.	Did I lose my concentration when I think about the meaning of new words?	64 53%	56 47%	120 100%

3.	Did I lose my concentration when the text is too long?	72 60%	48 40%	120 100%

Based on the table above, the listening comprehension problems related to the listeners' concentration can be explained as follows:

1. Problem related to lose focus when getting an expected answer

Students' problems with listener concentration dealt with losing focus when the students get expected answer in mind, it shows that 66 participants (55%) choose yes, 54 participants (45%) choose no. it was one of the factors that caused difficulties in listening comprehension. When students got the answers that they wanted, generally they only focus on the answers without listened more in speakers.

Here are the examples of participants' reasons:

P1: "because if I do that, I will miss the next talk or speech about"

P2: "I don't know why, but it happens to me"

P3:" because I lose focus of talk and automatically focus on the expected answer"

2. Problems related to hear new words

Students' problems with listener concentration dealt with new words, it shows that 64 participants (53%) choose yes, 56 participants (47%) choose no. It indicated that students who lost concentration when heard new words in listening comprehension because they thought too much to find the answers. They often tried to catch everything that they heard and they panic when they failed to recognize a word that they just heard.

Here are the examples of participants' reasons:

P1: "my focus is divided become two, one for listening and thinking"

P2:"Sometimes I forgot about the new words then I lose my concentration"

P3:"because we became late to hear about the talk "

3. Problems related to the text is too long

Students' problems with listener concentration dealt with the text is too long, it shows that 72 participants (60%) choose yes, 48 participants (40%) choose no. It indicated

that students who lost concentration when the text is too long, because they need to concentration more, but, in fact it just make them tired and cannot get the point of the spoken text.

Here are the examples of participants' reasons:

P1**: "**it difficult to more concentration with text is so long"

P2**:"**because make me bored and make me losing my concentration"

P3: "when the text is too long, sometimes we feel sleepy"

1.4 Problems with Physical Characteristics

The next problem is related to Psychical characteristics. The problems included feel nervous and worried, uninterested spoken text, have problems in listening tasks and fear cannot understand listening tasks. To make it clear, the researcher shows the result of listening comprehension problem with physical characteristics in the table as follows:

Table 1.4

Students Problems with physical characteristics

No	Question	Yes	No	total

1.	Did I feel nervous and worried when I didn't understand the spoken text?	72 60%	48 40%	120 100%
2.	Did I feel difficult to understand the spoken text which is not interest to me?	75 62%	45 38%	120 100%
3.	Did I stop listening when I have problems in understanding a listening text?	65 54%	55 46%	120 100%
4.	Did I fear that I cannot understand what I will hear before doing listening comprehension tasks? `	70 58%	50 42%	120 100%

Based on the table above, the listening comprehension problems related to the physical characteristics can be explained as follows:

1. Problems related to feel nervous and worried

Students' problems with physical characteristics dealt with nervous and worried, it shows that 72 participants (60%) choose yes, 48 participants (40%) choose no. it indicated that students felt worried if they did not

understand the spoken text. The Students panic when they failed to understand the spoken text because they did not understand the meaning of the text. The lecturer had to motivate them to make them felt relax during listening, so made them enthusiastic and not nervous

Here are the examples of participants' reasons:

P1**:** **"**because I worried I late to understand than my friends"

P2: "because I'm shy with my friends who can listen it well"

P3:"because nervous and worried make we lose conversation"

2. Problems related to the spoken text not interest.

Students' problems with physical characteristics dealt with uninterested spoken text, it shows that 75 participants (62%) choose yes, 45 participants (38%) choose no. It indicated that students prefer spoken text that were interested, because when they listened to spoken text that they did not interest, felt lazy, got tired and not focus on what the speakers said.

Here are the examples of participants' reasons:

P1: “because, sometimes if there are something not make me interesting I feel lazy”

P2:” Of course, it make bored but, I must to hear what speaker say to know what the answer”

P3: “because I'm not really listen carefully about it”

3. Problems related to understanding listening text.

Students’ problems with physical characteristics dealt with understanding listening text, it shows that 65 participants (54%) choose yes, 55 participants (46%) choose no. It indicated that they had problems in understanding the text, they thought and focused more on the problem, when they got unknown words they focus on finding the meaning of the words, they tried to understand all the speakers who was said to get answers correctly.

Here are the examples of participants’ reasons:

P1: “I know it, I'll mess everything although the text was very difficult"

P2: “because it will break my concentration”

P3: “I actually feel curious about the text when I listen once but I don't understand it”

4. Problems related to inability of understanding listening.

Students' problems with physical characteristics dealt with inability of understanding listening task, it shows that 70 participants (58%) choose yes, 50 participants (42%) choose no. Sometimes, lack of confidence the students before doing listening comprehension because they had no much knowledge and lack of practice in listening. They were shy with their friends also when they did not understand.

Here are the examples of participants' reasons:

P1: "fear can mess everything"

P2:"because sometimes people are afraid of something that they don't know"

P3: "usually I'm afraid if I can't answer the tasks and I'm sure everyone too"

1.5 problems with the listener

Problems related to the listener became the fifth problems in listening, the problems included difficult to get general understanding, difficult to remember words, and difficult when listening without transcripts. To make it clear, the researcher shows the result of listening comprehension problem with the listener in the table as follows:

Table 1.5

Students Problems with the listener

No	Question	Yes	No	total
1.	Did I feel difficult to get a general understanding of the spoken text from the first listening?	72 60%	48 40%	120 100%
2.	Did I feel difficult to quickly remember words or phrases I have just heard?	66 55%	54 45%	120 100%
3.	Did I feel difficult to tell where one word finished and another began, there were words that I would normally understand in writing, but when I heard them in a stream of speech?	81 67,5%	39 32,5%	120 100%
4.	Did I feel difficult when listening to English without transcripts?	82 68%	38 32%	120 100%

Based on the table above, the listening comprehension problems related to the listener can be explained as follows:

1. Problems related to general understanding

   Students' problems with the listener dealt with the general understanding in spoken text, it shows that 72 participants (60%) choose yes, 48 participants (40%) choose no. It happened because students' lack of preparation in listening comprehension, usually students needed two or more repetitions to be able to understand the contents of the text.

   Here are the examples of participants' reasons:

   P1: "I need to repeat the audio maybe twice"

   P2: "need repetition for me to understand well"

   P3: "sometime I'm in this situation, but I try again until I get what I want"

2. Problems related to difficult remembering new words or phrase

   Students' problems with the listener dealt with remembering new words or phrase, it shows that 66 participants (55%) choose yes, 54 participants (45%) choose no. It indicated that students had difficulty remembering words or phrases they just heard. It caused

of lack of knowledge of phrases or words because they had never practiced.

Here are the examples of participants' reasons:

P1: "because I can't remember thing with only listening"

P2: "it's difficult for me, if I never practice it at all"

P3:" because I more focus to the next text and usually not remember words/phrases I have just heard"

3. Problems related to different understanding between written and spoken text.

Students' problems with the listener dealt with different understanding between written and spoken text, it shows that 81 participants (67,5%) choose yes, 39 participants (32,5%) choose no. It indicated that they were difficult to understand words that when in writing they understood but in listening they did not understand, because written words and spoken were different.

Here are the examples of participants' reasons:

P1: "because the written word and spoken word or pronunciation are sometimes differ rent/unexpected"

P2: "because writing and how to read can be different"

P3:" because sometimes there are words which the written words and spoken words are different"

4. Problems related to listening without transcript.

Students' problems with the listener dealt without transcript, it shows that 82 participants (68%) choose yes, 38 participants (32%) choose no. Because lack of vocabulary, knowledge and practice made them felt difficult in listening comprehension, it means that the transcript made them easier to understand the contents of listening comprehension. So, the students need to practice more about listening without transcript because in listening tests as like TOEFL test students need comprehend without transcripts.

Here are the examples of participants' reasons:

P1: "because I didn't have to predict what they talk"

P2: "sometimes I feel difficult when I heard vocabularies I've never heard before, but its okay to develop my listening skill"

P3: "sometimes I don't understand what are the speakers said if the listening section is advanced level "

1.6 problems with the speaker

Students' problems in listening were not only from the listener but also from the speaker. The problems included unclear pronunciation, difficult to understand without seeing speakers' body language, speaker's variety of accents and speakers speak too fast. To make it clear, the researcher shows the result of listening comprehension problems with the speakers in the table as follows:

Table 1.6

Students Problems with the speaker

No	Question	Yes	No	Total
1.	Did I feel difficult to understand the meaning of words which are not pronounced clearly?	84 70%	36 30%	120 100%
2.	Did I feel difficult to understand the meaning of the spoken text without seeing the speaker's body language?	64 53%	56 47%	120 100%
3.	Did I feel difficult to understand well when speakers speak with a variety of accents?	80 67%	40 33%	120 100%
4.	Did I feel difficult to understand well when	97	23	120

	speakers speak to fast?	81%	19%	100%

Based on the table above, the listening comprehension problems related to the speakers can be explained as follows:

1. Problems related to speakers pronounced unclear

Students' problem with the speakers dealt with unclear pronounced, it shows that 84 participants (70%) choose yes, 36 participants (30%) choose no. It indicated that students had difficulties understanding in listening comprehension when the speaker's pronunciation was unclear, because they did not know what the speakers were saying. It caused lack of practice in listening comprehension and limited vocabulary from students itself. Here are the examples of participants' reasons:

P1:"unclear pronunciation sometimes gives the other meaning"

P2: "because I don't know what the speaker mean so I didn't get the point"

P3: "because pronunciation is the key from the meaning"

2. Problems related to speaker's body language.

Students' problem with the speakers dealt without seeing speakers' body language, it shows that 64 participants (53%) choose yes, 56 participants (47%) choose no. It indicated that some students found the difficulties to understand spoken text without seeing the speaker's body language. When they saw speaker body language, they were easy to interpret the meaning of the speaker said.

Here are the examples of participants' reasons:

P1: "body language is one of the ways help me to understand"

P2: "because I will misunderstand the meaning of what the speaker said"

P3: "seldom, I feel difficult, because the speakers body language is the key"

3. Problems related to variety of accents

Students' problem with the speakers dealt with the variety of accents, it shows that 80 participants (67%) choose yes, 40 participants (33%) choose no. It indicated that students had difficulty understanding accent variations. It caused of lack of knowledge about accents and lack of practice that made students unfamiliar with various kinds of accents.

Here are the examples of participants' reasons:

P1: "I feel difficult when someone speak British accent"

P2: "there are different accents among them and also different vocabularies I heard"

P3: "because native speaker specially, speak really fast and variety accents will make me confused"

4. Problems related to the speaker's speak too fast.

Students' problem with the speakers dealt with the speakers speak to fast, it shows that 97 participants (81%) choose yes, 23 participants (19%) choose no. It indicated that students had the difficulties when the speakers were speaking too fast. Because they could not follow the meaning of what the speaker said and it took a long time to understand what the speaker said

Here are the examples of participants' reasons:

P1: "because I can't get the point of what speakers said about"

P2: "because sometimes I get unfamiliar words, so the speaker should say slowly"

P3: “of course because it's not my mother language and I have much time to understand it”

1.7 problems with physical setting

The last problem is related to physical settings. The problems included noises around, poor quality audio or CD Players and poor equipment. To make it clear the researcher shows the result of listening comprehension problem with physical setting in the table as follows:

Table 1.7

Students Problems with physical setting

No	Questions	Yes	No	Total
	Did I feel difficult to concentrate with noises around?	86 72%	34 28%	120 100%
2.	Did I interfere unclear sounds resulting from a poor quality CD player ?	86 72%	34 28%	120 100%
3.	Did I find unclear sounds resulting from poor equipment ?	81 67,5%	39 32,5%	120 100%

Based on the table above, the listening comprehension problems related to the physical setting can be explained as follows:

1. Problems related to noises around

Students' problems with the physical setting dealt with noises around, it shows that 86 participants (72%) choose yes, 34 participants (28%) choose no. It indicated that the classroom atmosphere that was not conducive affected the student learning. When the atmosphere in the classroom was too noisy, it made students unable to listen to what the speaker said, and made it easy for students to lose concentration.

Here are the examples of participants' reasons:

P1: "it will make confuse and make me lose my concentration"

P2 : "because I can't hear what the speaker's said"

P3 : "because made me not heard when listening and my focused lost"

2. Problems related to poor quality of CD Player

Students' problems with the physical setting dealt with poor quality of CD Players. It shows that 86 participants

(72%) choose yes, 34 participants (28%) choose no. It indicated that students had difficulties in listening comprehension because poor quality tapes or disks. Poor quality of tape made sounds of the speaker was not clear and made us lost concentration.

Here are the examples of participants' reasons:

P1: "poor quality of CD Player sometime give poor audio that make me the sound unclear"

P2: "yes, that's millenium era, why in modern era have a poor quality of CD Player"

P3: "because when CD player was a poor quality, the sounds also unclear"

3. Problems related to poor equipment.

Students' problems with the physical setting dealt with poor equipment, it shows that 81 participants (67,5%) choose yes, 39 participants (32,5%) choose no. It indicated that not only the poor quality of the tape disturbed listening comprehension but also the unclear sound was resulted by the low quality equipment. Sometimes when the sounds were high or low made students lost concentration and not understand well about the topic.

Here are the examples of participants' reasons:

P1: "of course, poor equipment sometime give the unclear sound that unfamiliar for me"

P2: "because poor equipment usually has bad result to"

P3: "sometimes when the sounds are so high or so low, I don't understand well on the text"

2. Listening Comprehension Strategies.

The researcher already distributed the questionnaires to third semester of Advanced Listening Comprehension Students. They were One hundred twenty students from English department students, the questionnaire consisted of close and open ended questions. Furthermore, the questionnaire provided twenty questions. The questionnaire was divided into three parts. The first part was the cognitive strategies. The second part was metacognitive strategies and the last part was socio-affective strategies

2.1 Cognitive strategies

Listening comprehension strategies used by students to cope with their problems related to cognitive strategies was included focus on the meaning of every words, try to imagine the settings, use the understood words to help guess

the meaning, use the understood main idea to guess the meaning, used knowledge and personal experience, translate the meaning in mind, and realize the incorrect answer. To make it clear, the researcher shows the result of listening comprehension with cognitive strategies in the table as follows:

Table 2.1

Student cognitive strategies

No	Question	Yes	No	Total
1.	Did I focus on the meaning of every word to understand the whole text?	75 62,5%	45 37,5%	120 100%
2.	Did I try to imagine the setting of the conversation to understand what the speakers talking about?	82 68%	38 32%	120 100%
3.	Did I use the words I understand to help me guess the meaning of the words	88 73%	32 27%	120 100%

	that I don't understand?			
4.	Did I use the main idea of the text to help me guess the meaning of the words that I don't know?	87 72,5%	33 27,5%	120 100%
5.	Did I use my knowledge and personal experience to help me understand the topic?	90 75%	30 25%	120 100%
6.	Did I compare what I understand with what I already know about the topic?	75 62,5%	45 37,5%	120 100%
7.	Did I translate in my mind while listening?	79 66%	41 34%	120 100%
8.	Did I adjust my interpretation if I realize that it is not correct?	70 58%	50 42%	120 100%

Based on the table above, the listening comprehension related to the cognitive strategies can be explained as follows:

1. Strategies to focus on the meaning of words.

   Students' comprehension with cognitive strategies dealt with the meaning of word. It shows that 75 participants (62,5%) choose yes, 45 participants (37,5%) choose no. It indicated that focus on the meaning of every word could help students understood the whole text, and made it easier for them to know the content of the text.

   Here are the examples of participants' reasons:

   P1: "because when I study about English, I feel I need to understand about the meaning"

   P2: "to make it easier to find out the contents of the next"

   P3: "I pay attention to the word one by one"

2. Strategies to imagine the setting.

   Students' comprehension with cognitive strategies dealt with imagine the setting, it shows that 82 participants (68%) choose yes, 38 participants (32%) choose no. It indicated that tried to imagine the setting of the

conversation could help students to understand what the speaker said and students imagine to make conversation was more real.

Here are the examples of participants' reasons**:**

P1:" this is the other way to make me understand"

P2:" it will help me a lot"

P3:" I like use my imagination and plan what will I do"

3. Strategies to use the words to guess the meaning

Students' comprehension with cognitive strategies dealt with use the words to guess the meaning, it shows that 88 participants (73%) choose yes, 32 participants (27%) choose no. It indicated that students used the words that they understood to help guess the meaning because it made them easy to understand what words they did not know, and compare with other meaning to make words was meaningful.

Here are the examples of participant' reasons:

P1:" because usually I compare with another word that the meaning that the meaning is sure"

P2:" because I could imagine the conversation about from the words"

P3:" that's one of the way to share what I know with each other about new knowledge and information"

4. Strategies to use the main idea to guess the meaning

Students' comprehension with cognitive strategies dealt with use the main to guess the meaning, it shows that 87 participants (72,5%) choose yes, 33 participants (27,5%) choose no. It indicated that students used the main idea that they understood to help guess the meaning because it made them easy to understand words that they did not know, and the main idea could help the student understanding of the content of the spoken text.

Here are the examples of participants' reasons:

P1:" because, when me know the man idea make me more easy to understand the text"

P2:" yes, it can be main idea can help us to guess the related word that I know"

P3:" use the main idea is one of the way to help me understand"

5. Strategies to use knowledge and personal experience

Students' comprehension with cognitive strategies dealt with use knowledge and personal experience, it shows that 90 participants (75%) choose yes, 30 participants (25%) choose no. Background knowledge was an important thing that could influence students' listening comprehension. It indicated that background knowledge was a very important thing to get the meaning of the listening text.

Here are the examples of participants' reasons**:**

P1:" because, all my speak must corresponding with knowledge"

P2: "because knowledge and personal experience is the best way to help me understand"

P3:" according to me knowledge and experience is one of the best teacher in my life"

6. Strategies to compare understanding topic

Students' comprehension with cognitive strategies dealt with compare the topic, it shows that 75 participants (62,5%) choose yes, 45 participants (37,5%) choose no. It indicated that compare what they understood with what already knew about the topic, it made them easier to understand.

Here are the examples of participants' reasons**:**

P1:" that help me to understand the topic"

P2:" of course it makes me getting good understanding"

P3:" I can sharing with my friends to solve the problems"

7. Strategies to translate while listening

Students' comprehension with cognitive strategies dealt with translate in mind, it shows that 79 participants (66%) choose yes, 41 participants (34 %) choose no. It indicated that students automatically translate words in their mind. It made students easy to guess what the main idea of the text. It was normally human doing.

Here are the examples of participants' reasons**:**

P1:" because this is automatically in my mind"

P2:" because translate in my mind make me fast to suggest what the listening about"

P3:" because my brain automatically think the meaning"

8. Strategies to interpret incorrect answer

Students' comprehension with cognitive strategies dealt with interpret incorrect answer, it shows that 70

participants (58%) choose yes, 50 participants (42 %) choose no. It indicated that automatically student realizes when they had incorrect answer the question.

Here are the examples of participants' reasons:

P1:" I won't make myself in difficult condition"

P2:" if not correct I try to know it"

P3:" because I realize that is not correct"

2.2 Metacognitive Strategies

Listening comprehension strategies used by students to cope with their problems related to metacognitive strategies were included think of similar text, have plan in mind, ask their self to know the level of comprehension, have goals in mind, thinking back to guess the make sense answer, focus hard when have troubles, and feel that listening in English is a challenge. To make it clear, the researcher shows the result of listening comprehension with metacognitive strategies in the table as follows:

Table 2.2

Students strategies with metacognitive strategies.

No	Question	Yes	No	Total
1.	Did I think of similar texts that I may have listened to before listening?	68 57%	52 43%	120 100%
2.	Did I have a plan in my head for how I am going to listen before I start to listen?	63 52.5%	57 47,5%	120 100%
3.	Did I occasionally ask myself if I am satisfied with the level of my comprehension?	67 56%	53 44%	120 100%
4.	Did I have goal in my mind?	86 72%	34 28%	120 100%
5.	Did I think back to everything else that I have heard to see if my guess makes sense, when I guess the meaning of a word?	75 62,5%	45 37,5%	120 100%
6.	Did I think back to how I listened and	83 69%	37 31%	120 100%

	about what I might do differently next time after listening?			
7.	Did I focus harder on the text when I have trouble understanding?	90 75%	30 25%	120 100%
8.	Did I feel that listening in English is a challenge?	102 85%	18 15%	120 100%

Based on the table above, the listening comprehension strategies related to the metacognitive can be explained as follows:

1. Strategies to think similar text

Students' comprehension with metacognitive strategies dealt with similar text, it shows that 68 participants (57%) choose yes, 52 participants (43 %) choose no. It indicated that when the students hear the same texts that they ever heard before they were automatically remember it.

Here are the examples of participants' reasons:

P1:" I remember it automatically"

P2:" to make understand first"

P3:" because sometimes it same in my ears"

2. Strategies to have a plan before start listening

Students' comprehension with metacognitive strategies dealt with have a plan before start listening, it shows that 63 participants (52,5%) choose yes, 57 participants (47,5 %) choose no. It indicated that students had a plan in their mind to make easier understand the materials and as the strategies before they started listening.

Here are the examples of participants' reasons:

P1:" this way is make me easy to understand"

P2:" must have plan first"

P3:" planning is one of my strategies to understand or answer"

3. Strategies to satisfied with the level of comprehension.

Students' comprehension with metacognitive strategies dealt with satisfied the level of comprehension, it shows that 67 participants (56%) choose yes, 53 participants (44

%) choose no. It indicated that students had to ask their self to know the progress of their self and to know how much satisfied about their ability.

Here are the examples of participants' reasons:

P1:" I ask myself when I'm not satisfied with my ability"

P2:" because when I realized my ability that I have, so I ask to myself and answer myself to that I'm not satisfied with it"

P3:" because I want to see how much my progress"

4. Strategies to have a goal in mind

Students' comprehension with metacognitive strategies dealt with have a goal in mind, it shows that 86 participants (72%) choose yes, 34 participants (28 %) choose no. it indicated that students had goal in their mind as a strategies in listening comprehension.

Here are the examples of participants' reasons**:**

P1:" everyone should have goal in their mind"

P2:" having goal in something is very important"

P3:" it's very important on strategy"

5. Strategies to guess the meaning

Students' comprehension with metacognitive strategies dealt with guessing the meaning of word, it shows that 75 participants (62,5%) choose yes, 45 participants (37,5 %) choose no. It indicated that automatically student had crosscheck what they listened to make sure that their answer was correct.

Here are the examples of participants' reasons:

P1:" because I have to mix and match with the other, to make sure if I'm right"

P2:" automatically my brain thought the topic or something I hear before"

P3:" I want to understand what I do not understand"

6. Strategies to checking the meaning

Students' comprehension with metacognitive strategies dealt with checking the answer, it shows that 83 participants (69%) choose yes, 37 participants (31 %) choose no. It indicated that students re-check the possibility of what they answered was different from what they heard.

Here are the examples of participants' reasons:

P1:” because I’m studying, so I should take care about my problem that I did before”

P2:” "I don’t think to do something differently after listening"

P3:” because everyone have a trick to solve the problem”

7. Strategies to focus on the text

Students’ comprehension with metacognitive strategies dealt with focus on the text, it shows that 90 participants (75%) choose yes, 30 participants (25 %) choose. It indicated that students more focus on the text when they had a trouble understanding in listening comprehension to get the point or keyword, and sometimes they would repeat the text to make them more understood about the topic.

Here are the examples of participants’ reasons:

P1:” yes, I will repeat the text till I understand the point”

P2:” I hope I get the point or keywords of the text to understand it”

P3:” because I want to do the best and I don't want to be useless”

8. Strategies to feel listening is a challenges

Students' comprehension with metacognitive strategies dealt with feeling listening is a challenge, it shows that 102 participants (85%) choose yes, 18 participants (15 %) choose. It indicated that students felt listening was challenge because English was not mother tongue. So, the students as a foreign learners they was curious what the meaning of speaker said.

Here are the examples of participants' reasons**:**

P1:" absolutely yes, because it is need focus and understanding more"

P2:" of course, because English is foreign language not second language in my country"

P3:" of course because as the foreign language, English has different style with Indonesian"

2.3 Socio-Affective Strategies

Listening comprehension strategies used by students to cope with their problems related to socio-affective were included try to relax, feel not nervous, not worry and try to enjoy. To make it clear, the researcher shows the result of listening comprehension with socio-affective strategies in the table as follows:

Table 2.3

Students socio-affective strategies.

No	Question	Yes	No	Total
1.	Did I try to relax while listening?	96 80%	24 20%	120 100%
2.	Did I try not to feel nervous when I listen to English?	99 82,5%	21 17,5%	120 100%
3.	Did I try not to worry so much about it, when I don't understand something?	98 82%	22 18%	120 100%
4	Did I always try to enjoy listening ?	100 83%	20 17%	120 100%

Based on the table above, the listening comprehension strategies related to the socio-affective strategies can be explained as follows:

1. Strategies to relax

Students' comprehension with socio-affective strategies dealt with try to relax, it shows that 96 participants (80%) choose yes, 24 participants (20 %) choose no. It indicated that students tried to relax while listening to make more

focus and got the point, when they felt nervous they were not concentration to the text.

Here are the examples of participants' reasons:

P1:" if I'm feel not relax while listening, I cannot get the point"

P2:" I need to more concentration when listening section"

P3:" enjoy is one of the way to solve the problem for me"

2. Strategies to not feel nervous

Students' comprehension with socio-affective strategies dealt with try not to feel nervous, it shows that 99 participants (82,5%) choose yes, 21 participants (17,5 %) choose no. It indicated that students tried not to feel nervous to make they more focus to the material, because when they felt nervous they might lose concentration.

Here are the examples of participants' reasons:

P1: "I always try and try not to nervous but I always too failed and I always feel nervous"

P2:" because if my nervous I might go wrong"

P3:" because when I feel nervous I can lose my concentration"

3. Strategies to not worried

Students' comprehension with socio-affective strategies dealt with try not worry, it shows that 98 participants (82%) choose yes, 22 participants (18 %) choose no. it indicated that students did not understand about the material, they tried to repeat the spoken text and sometimes asked to their classmate to make more understand. Because, when they felt worry, it could make them lost concentration.

Here are the examples of participants' reasons:

P1:" when I don't understand something, I try to repeat or ask to my friend, so I'm not worry"

P2:" it support me to try to understand again"

P3:" because when I worry so much, I difficult to understand again"

4. Strategies to try enjoy

Students' comprehension with socio-affective strategies dealt with try to enjoy while listening, it shows that 100 participants (83%) choose yes, 20 participants (17 %)

choose no. It indicated that students tried to enjoy while listening section to get the main idea and easily to understand the speakers mean.

Here are the examples of participants' reasons:

P1:" because if I'm enjoy, I won't under pressure"

P2:" it can help us to get the main of the text or people talking about"

P3:" because I enjoyed listening, I could easily understand when the speakers mean"

B. Discussion

This part focuses to answer the research questions. There were research questions in this research: (1) What are the problems of listening comprehension of Advanced listening comprehension students? (2) What are the listening comprehension strategies used by the students to cope with their problems?

1. What are the problems of listening comprehension of Advanced listening comprehension class?

Goh (2000) defined that listening difficulties is internal and external characteristic that interrupt text understanding

directly related to cognitive.[1] Underwood (1989), found out several factors beyond the difficulty faced by EFL students in listening comprehension. Underwood stated that lacking background information and contextual knowledge were a hindrance for listening comprehension.[2] Hamauda stated there are some factors causing students listening comprehension problems are categorized into different sources including problems related to the listening material, listening problems related basic linguistic, listening problems related to the listener concentrate, listening problems related to the physical characteristics, listening problems related to the listener and the speaker, and listening problem related to the physical setting.[3]

Based on the research, the researcher has analyzed about listening comprehension problems. It could be drawn conclusion that listening was an activity that was difficult for students. It could be seen from the results of the questionnaire distributed to third semester students. There was some problems from seven factors faced by students

[1] Goh, C. (2000). A cognitive perspective on language learners' listening comprehension problems, *Systems28(1)-55-57: Elsevier.*

[2] Underwood, Mary. *Teaching Listening*. Longman handbooks for Language Teachers. 1989.

[3] Dr Arafat Hamauda. An Investigation of listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. HR Mars:International Journal of Academic Research in Progressive and Development

when they listened. Among these, the speaker spook too fast. Students had difficulty understanding meaning because unfamiliar with words, jargon or idioms. Students found the difficulties when unfamiliar with the topic. Students had the difficulty concentrating with the surrounding sounds. Students experience difficulties due to the poor quality of the CD player. Students had difficulties when speaker pronunciation was not clear.

Speakers speaks too fast were the main source of the problems because students lack of practice in listening and lack of vocabularies, made the students difficult to understand what the speaker was saying. Improving vocabulary and practicing frequently helped students to improve their understanding of listening comprehension. Improving students' vocabulary were not complete without knowing how to pronounce it, because pronunciation was one of the important things in listening comprehension.

2. What are the listening comprehension strategies used by the students to cope with their problems?

Listening comprehension strategies as steps taken by learners to help them acquire, store, retrieve, and/or use information, refers to page 19. Goh (2000) listening comprehension strategies have been broadly categories as

cognitive, metacognitive, and social-affective.[4] Based on the research, the researcher has analyzed about listening comprehension strategies. There are three strategies spread in the questionnaire. Among these, students assume that listening in English is a challenge. Students try to always enjoy, not feel nervous, not feel worried and try to relax while listening and always focus on the text when it is difficult to understand the meaning of words.

From the explanation above it could be drawn conclusion that when students had problems in listening comprehension but students always tried to relax and enjoyed because they assume that listening in English was a challenge. So that, when they had problems they tried to find a strategy to overcome the problem.

Not all problems described above could be overcome. But this did not mean the lecturer cannot do anything about them. The lecturers need to provide the students with suitable listening material, linguistic background and knowledge, good motivation, effective listening strategies.

[4] Christine C.M Goh and Gungwai hu.2013. *Exploring the Relationship between Metacognitive Awareness and Listening Performance with Questionnaire Data*. Nanyang Technological University: Singapore.

CHAPTER V

This chapter consists of conclusion and suggestions. Conclusion deals with the summary of the research findings and discussion.

A. Conclusion

The purpose of this research explained the listening comprehension problems and listening comprehension strategies of advanced listening comprehension students. The researcher provided questionnaire proposed by Hamauda, Vandergrifth, goh and Taguchi .

The listening comprehension that were found in analyzing students' problems: speaker speak too fast(81%), unfamiliar words including jargon or idioms (78%), unfamiliar topic (74%), noises around (72%), poor quality of CD Player (72%), speakers pronoun unclear (70%), students difficulties understand without transcripts (68%), poor equipment (67,5%), and variety accents(67%). Problems in listening comprehension faced by students are not only caused by students themselves but also from listening material and the environment. Therefore, students are expected to study harder and practice a lot to improve their listening comprehension.

In analyzing students' difficulties, the researcher found ten strategies in listening to cope the problem of students: students assume that listening is challenge (85%), while listening section students try enjoy (83%), feel not nervous (82,5%), not worry and relax (80%), focus harder on the text when they have trouble understanding (75%), using knowledge and personal experience (75%), use the understanding words to help guess the meaning (73%), use the understanding main idea to guess the meaning (72,5%) and always have goal in mind (72%).

B. Suggestions

Referring to the findings and the conclusions presented above, the researcher recommends the following items as suggestions for the teachers in conducting ELT and for the next researchers:

1. The teacher

Suggestion 1: it would be better if the teacher uses a slow rate of speech. Speaker speaks too fast is one problem for students. So the lecturer is expected to slow down the speed of speech. And when students have understood clearly try to up of starting to increase the rate of speech.

Suggestion 2: It would be better if the teachers activating student's vocabulary. Teacher can

activating vocabulary by asking them to guess the meaning of word that used in listening before explaining the meaning to them.

Suggestion 3: It would be better if the teachers should adapting and improving listening material. Because students have different background knowledge and personal experience so that lecturers can build students' interests by giving better and interesting material that can stimulate and motivate students in learning.

Suggestion 4: It would be better if the teachers give a variety of accents to the students because the students' should aware of the variety of accents from native speakers needed to make it easy in listening comprehension.

Suggestion 5: it would better if the teacher always motivates the students.

2. The students

The students need to train their listening intensively in order to help them overcome their problems about the topic in listening. They need to always listening also various accents. And need to listen to the

English songs or watching TV It will help them to improve their vocabulary automatically. Students are expected to study harder and practice a lot to improve their listening comprehension.

3. **The Next Researcher**

Suggestion 1: Hopefully, the next researchers would conduct this research deeply in the EFL classroom for students who have learned about listening comprehension to investigate the students' listening comprehension problems and listening comprehension strategies to cope with their problems so that it can give more contributions for ELT.

Suggestion 2: Hopefully, the next researchers would conduct the research better than this study to combine two or more listening comprehension problems and listening comprehension strategy theories to find out whether among one theory and other theories are in a line or not, and they have synergy and relation with one another or not, and it is recommended to be conducted in EFL classroom.

A. References

Abdalhamid, Fauad.2012. Listening Comprehension Strategiesof Arabic Speaking ESL Learners: Colorado State University.

Ali, Abdullah Y. *The Meaning of The Glorious Quran The Glorious Quran Text, Translation & Commentry.*

Annury, M. N.2015.Chilhood and Literacy (A Critical Study of Media Education as Contemporary Culture). Vision Journal Vol 4 No 1. Semarang : UIN Walisongo

Arikunto, S. 2013. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: PT Rineka Cipta.

Assaf, A, H. 2015. The Difficulties Encountered by EFL Learners in Listening Comprehension as Perceived by ELC Students at the Arab American University-Jenin. An-Najah National University : Palestine.

Bingol, Mustafa Azmi. 2014. *Listening Comprehension Difficulties Encountered By Students in Second Language Class.* International Journal on New Trendsin Education and their Implications, vol.4.

Brown, H Douglas. 1994. *Teaching by Principles : An Interactive Approach to Language Pedagody.* San Fransisco : San Fransisco University.

Creswell, W. Jhon. 2009, *Research Design, Qualitative, Quantitative, and Mixed Method Approaches 3rd Edition*, (California: SAGE Publication Inc)

Darti and Andi Asmawati. 2017. Analyzing student's difficulties toward listening comprehension. ETERNAL(English teaching learning and research journal) vol 3 no 2. universitas islam negeri allaudin makasar : Indonesia.

Farah Sukmawati Wahidah. 2018. *a case study of EFL learner's difficulties in listening comprehension*. Academic journal PERSPECTIVE, Education and literature vol 6 (1). universitas swadaya gunung jati Cirebon : Indonesia.

Field, John. 2008. *Listening in Language Classroom.*Cambridge: Cambridge University press,

Friscilla Wulan Tersta & Alvenderi Novianti. 2017. *Listening to student's voices: student's problem in listening comprehension*. Advances in social science, eduation and humanities research (ASSEHR) Vol 82. universitas pendidikan Indonesia : Indonesia.

Gilakjani, A,P.&Ahmadi, S. M. (2011). The Effect of Text Familiarity on Iranian EFL Learners' Listening Comprehension. *Journal of Language Teaching and Research, 2*(4), 783-789.

Gilakjani, A.P. and Narjes Banou Sabouri. 2016. *Listening Learner's Comprehension Difficultiesin English Language Learning : A Literature Review. Islamic Azad University : Iran.*

Goh, C. (2000). A cognitive perspective on language learners' listening comprehension problems, *Systems28(1)-55-57: Elsevier.*

Goh, C. (2002). Learners' self-reports on comprehension and learning strategies for listening. *Asian Journal of English Language Teaching, 12,* 46-68.

Goh C & Gungwai hu.2013. *Exploring the Relationship between Metacognitive Awareness and Listening Performance with Questionnaire Data.* Nanyang Technological University: Singapore.

Hamauda, A.2003.*An Investigation of listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom*. HR Mars:International

Journal of Academic Research in Progressive and Development.

Huy, Thanh, Huynh, Le. 2015. *An Investigation into Listening Strategies of EFL Students within the High School Setting. Dong Thap University : Vietnam.*

Newton, Jonathan. 2009. *Teaching ESL/EFL Listening and Speaking. Routledge : New York.*

Oxford. R. 2003. *Language Learning Styles and Strategies: An Overview*. Learning Style & Strategies/ Oxford, GALA.

Panduranga, N.S. 2016. *Teaching Listening Skill in an EFL Classroom- Building Activity.* Jizan University. KSA.

Richards, J.C., and Renandya, W. 2002. Methodology in Language Teaching. Cambridge: Cambridge University Press.

Sara Nowrouzi,at all. 2015. Iranian EFL Students Listening Comprehension Problems. Theory and practice in language studies, vol 5 no 5. University of Malaysia : Malaysia.

Solak E & Althay F. *Prospective EFL Teacher's Perceptions of Listening Comprehension Problems in Turkey.* The Journal of International Social Research Vol 7 Issue 30

Sugiyono. 2015. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D,* (Bandung: Alfabeta,).

Sujarweni, V. W. 2014. *Metodologi Penelitian Lengkap, Praktis, dan Mudah Dipahami*. Yogyakarta: Pustaka Baru Press.

Tafisr Alquran dan terjemah, https://risalahmuslim.id/quran/yunus/10-31/,retrieved on 3 september 2019

Taguchi, N. (2002). L2 learners' strategic mental processes during a listening test. *JALT Journal*

Sekaran U. 2003. *Research Methods for Business: A Skill-Building Approach (Fourth Edition)*, (New York: John Wiley & Sons Ltd).

Underwood M. 1989. Teaching Listening.-(Longman handbooks for language teachers). New York .

Ur, Peny. 1984.*Teaching Listenig Comprehension Cambridge Handbook for Language Teacher.* New York : Cambridge University.

Vandergrift, L. (2003). *Orchestrating strategy use: Towards a model of the skilled L2 listener. Language learning.*

Vandergrift L & Goh C. 2012. *Teaching and Learning Second Language Listening.*Routledge Taylor & Group : Newyork.

Wenden.1998. *Metacognitive Knowledge and Language Learning.* Oxford University Press.

Wood, Maryunder. *Teaching Listening.Longman Handbooks for Language Teachers*. 1994

Yagang, F. (1994) Listening: Problems and solutions. In Thomas Kral (ed.) *Teacher Development: Making the Right Moves*. Washington, DC: English Language Programs Division, USIA.

Zainal, Z. (2007). "*Case Study as A Research Method". Journal of Humanities.* Malaysia: Malaysia Technology University.

APPENDIX 1

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B-6580/Un.10.3/D.1/TL.00/09/2019 — 25 September 2019
Lamp : -
Hal : Mohon Izin Riset
a.n. : Siti Robiah
NIM : 1503046078

Yth.
Dekan FITK UIN Walisongo
Di Semarang

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama	:	Siti Robiah
NIM	:	1503046078
Alamat	:	Dsn. Glonggong RT. 002 RW. 002 Ds. Tanjungsari Kec. Kradenan Kab. Grobogan Prov. Jawa Tengah
Judul Skripsi	:	LISTENING COMPREHENSION PROBLEMS OF ADVANCED LISTENING COMPREHENSION STUDENTS

Pembimbing :
1. Dr. Siti Tarwiyah,S.S, M. Hum.
2. Muhammad Nafi Annury, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama satu minggu, mulai tanggal 30 September sampai dengan 5 Oktober 2019.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

Wakil Dekan Bidang Akademik

Mahmud Yunaedi M.Ag

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

APPENDIX 2
QUESTIONNAIRES

Name :
Student Number :
Date :

I. Problems of Listening Comprehension.

Instruction:
Fill the questions bellow by giving checklist (√) to the answers provided whether " Yes/No" and write the reasons!!!

a. Problems related listening materials

1. Did I feel difficult to understand listening texts in which there are too many unfamiliar words including jargon and idiom?

☐ Yes
☐ No

Reason:

……
……

2. Did I feel difficult to understand listening texts when the topic is unfamiliar?

☐ Yes
☐ No

Reason:
……
……

3. Did I feel difficult to understand every single word of incoming speech?

☐ Yes
☐ No

Reason:
……
……

b. Problems related basic linguistics

4. Did I feel surprising and difficult to deal with colloquial language and slang?

☐ Yes
☐

No

Reason:
……
……

5. Did I feel difficult to understand reduced forms?

☐ Yes
☐ No

Reason:
……
……

6. Did I feel difficult to recognize the signals which indicate that the speaker is moving from one point to another?

☐ Yes
☐ No

Reason:
……
……

7. Did I feel difficult to follow the sequence of the spoken text when the sentences are too long and complex?

☐ Yes
☐ No

Reason:
……
……

c. Problems related to the listener concentration

8. Did I lose focus of the talk when I have got an expected answers in my mind?

☐ Yes
☐ No

Reason:
……
……

9. Did I lose my concentration when I think about the meaning of new words?

☐ Yes
☐

No

Reason:
……
……

10. Did I lose my concentration when the text is too long?

☐ Yes
☐ No

Reason:
……
……

d. Problems related to physical characteristics

11. Did I feel nervous and worried when I didn't understand the spoken text?

☐ Yes
☐ No

Reason:
……
……

12. Did I feel difficult to understand the spoken text which is not interest to me?

☐ Yes
☐ No

Reason:
……
……

13. Did I stop listening when I have problems in understanding a listening text?

☐ Yes
☐ No

Reason:
……
……

14. Did I fear that I cannot understand what I will hear before doing listening comprehension tasks?

☐ Yes
☐ No

Reason:
……
……

e. The listener

15. Did I feel difficult to get a general understanding of the spoken text from the first listening?

☐ Yes
☐ No

Reason:
……
……

16. Did I feel difficult to quickly remember words or phrases I have just heard?

☐ Yes
☐ No

Reason:
……
……

17. Did I feel difficult to tell where one word finished and another began, there were words that I would normally understand in writing, but when I heard them in a stream of speech?

☐ Yes
☐ No

Reason:
……
……

18. Did I feel difficult when listening to English without transcripts?

☐ Yes
☐ No

Reason:
……
……

f. The speaker

19. Did I feel difficult to understand the meaning of words which are not pronounced clearly?

☐ Yes
☐ No

Reason:
……
……

20. Did I feel difficult to understand the meaning of the spoken text without seeing the speaker's body language?

☐ Yes
☐ No

Reason:
……
……

21. Did I feel difficult to understand well when speakers speak with a variety of accents?

☐ Yes
☐ No

Reason:
……
……

22. Did I feel difficult to understand well when speakers speak to fast?

☐ Yes
☐ No

Reason:
……
……

g. Problems related to physical setting

23. Did I feel difficult to concentrate with noises around?

☐ Yes
☐ No

Reason:
……
……

24. Did I interfere unclear sounds resulting from a poor quality CD player ?

☐ Yes
☐ No

Reason:
……
……

25. Did I find unclear sounds resulting from poor equipment ?

☐ Yes
☐ No

Reason:
……
……

Source : Adapted from Hamouda, A.2013. *An Investigation of listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom*. HR Mars:International Journal of Academic Research in Progressive and Development.

Listening Comprehension Strategies

a. Cognitive strategy

26. Did I focus on the meaning of every word to understand the whole text?

☐ Yes
☐ No

Reason:
……
……

27. Did I try to imagine the setting of the conversation to understand what the speakers talking about?

☐ Yes
☐ No

Reason:
……
……

28. Did I use the words I understand to help me guess the meaning of the words that I don't understand?

☐ Yes
☐ No

Reason:
……
……

29. Did I use the main idea of the text to help me guess the meaning of the words that I don't know?

☐ Yes

☐ No

Reason:

……

……

30. Did I use my knowledge and personal experience to help me understand the topic?

☐ Yes

☐ No

Reason:

……

……

31. Did I compare what I understand with what I already know about the topic?

☐ Yes

☐ No

Reason:

……

……

32. Did I translate in my mind while listening?

☐ Yes

☐ No

Reason:

……

……

33. Did I adjust my interpretation if I realize that it is not correct?

☐ Yes

☐ No

Reason:

……

……

b. Metacognitive strategy

34. Did I think of similar texts that I may have listened to before listening?

☐ Yes
☐ No

Reason:
……
……

35. Did I have a plan in my head for how I am going to listen before I start to listen?

☐ Yes
☐ No

Reason:
……
……

36. Did I occasionally ask myself if I am satisfied with the level of my comprehension?

☐ Yes
☐ No

Reason:
……
……

37. Did I have goal in my mind?

☐ Yes
☐ No

Reason:
……
……

38. Did I think back to everything else that I have heard to see if my guess makes sense, when I guess the meaning of a word?

☐ Yes
☐ No

Reason:
……
……

39. Did I think back to how I listened and about what I might do differently next time after listening?

☐ Yes
☐ No

Reason :
……
……

40. Did I focus harder on the text when I have trouble understanding?

☐ Yes
☐ No

Reason:
……
……

41. Did I feel that listening in English is a challenge?

☐ Yes
☐ No

Reason:
……
……

c. Socio-affective strategy

42. Did I try to relax while listening?

☐ Yes
☐ No

Reason:
……
……

43. Did I try not to feel nervous when I listen to English?

☐ Yes
☐ No

Reason:
……
……

44. Did I try not to worry so much about it, when I don't understand something?

☐ Yes
☐ No

Reason:
……
……

45. Did I always try to enjoy listening ?

☐ Yes
☐ No

Reason:
……
……

Source : Adapted from Vandergrift L & Goh C. 2012. *Teaching and Learning Second Language Listening.*Routledge Taylor & Group : New York and Taguchi, N. (2002). L2 learners' strategic mental processes during a listening test. *JALT Journal.*

APPENDIX 3

Questioner Documentation

QUESTIONNAIRES

Name : Zuliyah Istiqomah
Student Number : 1803046063
Date : 30 September 2019

I. Problems of Listening Comprehension.

Instruction:
Fill the questions bellow by giving checklist (√) to the answers provided whether " Yes/No" and write the reasons!!!

a. Problems related listening materials

1. Did I feel difficult to understand listening texts in which there are too many unfamiliar words including jargon and idiom?

   [√] Yes
   [ ] No

   Reason: Because I have just little knowledge of idiom & jargon, and of course because of it's rarely use.

2. Did I feel difficult to understand listening texts when the topic is unfamiliar?

   [√] Yes
   [ ] No

   Reason: Because I have to first know the meaning of those unfamiliar words in the text, then I can try to understand the text.

3. Did I feel difficult to understand every single word of incoming speech?

   [√] Yes
   [ ] No

   Reason: Actually it depends on the discussion. If I feel familiar with the words, then I can understand. But if the discussion is something that I've never heard before so it's rather difficult for me to understand.

b. Problems related basic linguistics

4. Did I feel surprising and difficult to deal with colloquial language and slang?

   [√] Yes
   [ ] No

   Reason: Usually what they said is different from the writing. And also it doesn't translate word by word as the sentence we're learning.

5. Did I feel difficult to understand reduced forms?

   [√] Yes
   [ ] No

   Reason: Sometimes I feel unfamiliar with some word that I've never heard. But few of them as : wanna "gonna", I know & understand what it is.

6. Did I feel difficult to recognize the signals which indicate that the speaker is moving from one point to another?

   [ ] Yes
   [√] No

   Reason: I usually marked by pause before moving to the next point.

7. Did I feel difficult to follow the sequence of the spoken text when the sentences are too long and complex?

   [√] Yes
   [ ] No

   Reason: But it depends on the topic that spoken. If I understand, then I don't feel difficult, although it's too long and complex.

c. Problems related to the listener concentration

8. Did I lose focus of the talk when I have got an expected answers in my mind?

   [ ] Yes
   [√] No

   Reason: Because usually I focus on hearing the conversation first while writing down the key point to answer the questions.

9. Did I lose my concentration when I think about the meaning of new words?

   [√] Yes
   [ ] No

Reason: Because I couldn't concentrate while thinking about other. It's hard to think of two things at once.

10. Did I lose my concentration when the text is too long?

☐ Yes
☑ No

Reason: I just have to find the points of the text.

d. Problems related to physical characteristics

11. Did I feel nervous and worried when I didn't understand the spoken text?

☑ Yes
☐ No

Reason: Certainly, if I don't understand it, how can I answer the question.

12. Did I feel difficult to understand the spoken text which is not interest to me?

☐ Yes
☑ No

Reason: If it's my tasks so, it doesn't affect me whether it's interested or not. I have to understand it.

13. Did I stop listening when I have problems in understanding a listening text?

☐ Yes
☑ No

Reason: When I have problem in it, so it make me to more likely solve this problem than to get away from it.

14. Did I fear that I cannot understand what I will hear before doing listening comprehension tasks?

☑ Yes
☐ No

Reason: Because I think that the higher my class, the harder my subjects will be.

e. The listener

15. Did I feel difficult to get a general understanding of the spoken text from the first listening?

☐ Yes
☑ No

Reason: When I passed my first listening, I feel there's no difficulty because I can understand the point of the spoken text.

16. Did I feel difficult to quickly remember words or phrases I have just heard?

☑ Yes
☐ No

Reason: It's difficult for me. If I never practice it at all.

17. Did I feel difficult to tell where one word finished and another began, there were words that I would normally understand in writing, but when I heard them in a stream of speech?

☐ Yes
☑ No

Reason: I analyze it from the information, then the words that I know in writing sometimes I know or understand it.

18. Did I feel difficult when listening to English without transcripts?

☑ Yes
☐ No

Reason: Sometimes I feel difficult when I hear3 vocabularies I've never heard before but it's okay to develop my listening skill.

f. The speaker

19. Did I feel difficult to understand the meaning of words which are not pronounced clearly?

☑ Yes
☐ No

Reason: Because I'm not used to hearing to the native speaker's talk.

20. Did I feel difficult to understand the meaning of the spoken text without seeing the speaker's body language?

☐ Yes
☑ No

Reason: I can understand the meaning of it from the points that I understood from the spoken text.

21. Did I feel difficult to understand well when speakers speak with a variety of accents?

☑ Yes
☐ No

Reason: There are different accents among them and also different vocabularies I heard.

22. Did I feel difficult to understand well when speakers speak to fast?

☑ Yes
☐ No

Reason: I can't catch the point of someone talking to fast.

g. Problems related to physical setting

23. Did I feel difficult to concentrate with noises around?

☑ Yes
☐ No

Reason: It's really disturb my concentration.

24. Did I interfere unclear sounds resulting from a poor quality CD player ?

☑ Yes
☐ No

Reason: It make me difficult to know what does the ~~th~~ of spoken

25. Did I find unclear sounds resulting from poor equipment ?

☑ Yes
☐ No

Reason: because ~~the~~ poor equipment usually has bad result to.

Source : Adapted from Hamouda, A.2003. *An Investigation of listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom.* HR Mars:International Journal of Academic Research in Progressive and Development.

Listening Comprehension Strategies

a. Cognitive strategy

26. Did I focus on the meaning of every word to understand the whole text?

☐ Yes
☑ No

Reason: Eg. I don't know every word there, then I can't understand the text. So, I have to get the point of the text, then I understood the whole text.

27. Did I try to imagine the setting of the conversation to understand what the speakers talking about?

☐ Yes
☑ No

Reason: I don't know how to setting it

28. Did I use the words I understand to help me guess the meaning of the words that I don't understand?

☑ Yes
☐ No

Reason: usually both of them are velated words.

29. Did I use the main idea of the text to help me guess the meaning of the words that I don't know?

- [x] Yes
- [ ] No

Reason: Yes, it can be. Main idea can help us to guess the related word that I know.

30. Did I use my knowledge and personal experience to help me understand the topic?

- [x] Yes
- [ ] No

Reason: Yes, sometimes - If the topic is talking about some events that I've ever passed.

31. Did I compare what I understand with what I already know about the topic?

- [ ] Yes
- [x] No

Reason: I think it doesn't necessary to do it.

32. Did I translate in my mind while listening?

- [x] Yes
- [ ] No

Reason: I can try to arrange the words in my mind.

33. Did I adjust my interpretation if I realize that it is not correct?

- [x] Yes
- [ ] No

Reason: because I know it's wrong.

b. Metacognitive strategy

34. Did I think of similar texts that I may have listened to before listening?

- [ ] Yes
- [x] No

Reason: Because the have different topic in different week.

35. Did I have a plan in my head for how I am going to listen before I start to listen?

- [ ] Yes
- [x] No

Reason: I ~~always~~ I'm used to listening in the same ways.

36. Did I occasionally ask myself if I am satisfied with the level of my comprehension?

- [x] Yes
- [ ] No

Reason: because when I realized my ability I have, so I ask my self & answer myself to that I'm not satisfied with it

37.Did I have goal in my mind?

- [x] Yes
- [ ] No

Reason: Having goal in something is very important

38. Did I think back to everything else that I have heard to see if my guess makes sense, when I guess the meaning of a word?

- [ ] Yes
- [x] No

Reason: because sometimes I forget it

39. Did I think back to how I listened and about what I might do differently next time after listening?

☐ Yes
☑ No

Reason : I don't think to do something differently after listening

40. Did I focus harder on the text when I have trouble understanding?

☑ Yes
☐ No

Reason: I hope I get the point or keywords of the text to understand it.

41. Did I feel that listening in English is a challenge?

☑ Yes
☐ No

Reason: Because I feel it's difficult so I have to try a more.

c. Socio-affective strategy

42. Did I try to relax while listening?

☐ Yes
☑ No

Reason: I always need to very focus on the speakers

43. Did I try not to feel nervous when I listen to English?

☑ Yes
☐ No

Reason: Because I wanna feel happy when I listened to English

44. Did I try not to worry so much about it, when I don't understand something?

☑ Yes
☐ No

Reason: because sometimes, it's rather disturb my mind

45. Did I always try to enjoy listening ?

☑ Yes
☐ No

Reason: Because listening is one of 4 English skill that I have to master it.

Source : Adapted from Vendengrift. Tafaghodtari.2010. *Teaching L2 Learners How to Listen Does Make a Difference: An Empirical Study. University of Ottawa.*

QUESTIONNAIRES

Name : Alifa Maulidya Farkha
Student Number : 1803046119
Date : 01/10/2019.

I. Problems of Listening Comprehension.

Instruction:
Fill the questions bellow by giving checklist (√) to the answers provided whether " Yes/No" and write the reasons!!!

a. Problems related listening materials

1. Did I feel difficult to understand listening texts in which there are too many unfamiliar words including jargon and idiom?

☑ Yes
☐ No

Reason:
Because I feel difficult to understand what actually the speaker says, and obviously the sound is not familiar to me.

2. Did I feel difficult to understand listening texts when the topic is unfamiliar?

☑ Yes
☐ No

Reason: Because I have to know the point of the text in order to understand it.

3. Did I feel difficult to understand every single word of incoming speech?

☑ Yes
☐ No

Reason: Because usually I don't analyze the text by understanding every single word, but the point of the text.

b. Problems related basic linguistics

4. Did I feel surprising and difficult to deal with colloquial language and slang?

☑ Yes
☐ No

Reason: because sometimes the colloquial and the slang are different from the structure I know.

5. Did I feel difficult to understand reduced forms?

☐ Yes
☑ No

Reason: I think I learnt it and I can apply it.

6. Did I feel difficult to recognize the signals which indicate that the speaker is moving from one point to another?

☐ Yes
☑ No

Reason: Because sometimes there is a sign when it moves.

7. Did I feel difficult to follow the sequence of the spoken text when the sentences are too long and complex?

☑ Yes
☐ No

Reason: Because to know the point, I must understand the sentence.

c. Problems related to the listener concentration

8. Did I lose focus of the talk when I have got an expected answers in my mind?

☑ Yes
☐ No

Reason: Because usually I focus on my answer and forget that the speaker is still talking.

9. Did I lose my concentration when I think about the meaning of new words?

☑ Yes
☐ No

Reason: Because I focus on the word I thought and it causes I lose my concentration.

10. Did I lose my concentration when the text is too long?

☐ Yes
☑ No

Reason: When the point of the text is clear, ~~[illegible]~~ I still can keep my concentration.

d. Problems related to physical characteristics

11. Did I feel nervous and worried when I didn't understand the spoken text?

☐ Yes
☑ No

Reason: If the spoken text if playing twice or more, I'm not nervous.

12. Did I feel difficult to understand the spoken text which is not interest to me?

☐ Yes
☑ No

Reason: Because usually the text on listening comprehension are not interesting to me.

13. Did I stop listening when I have problems in understanding a listening text?

☐ Yes
☑ No

Reason: I actually feel curious about the text when I listen once but I don't understand it.

14. Did I fear that I cannot understand what I will hear before doing listening comprehension tasks?

☑ Yes
☐ No

Reason: usually I'm afraid if I can't answer the tasks and I'm sure everyone too.

e. The listener

15. Did I feel difficult to get a general understanding of the spoken text from the first listening?

☑ Yes
☐ No

Reason: Sometimes it still difficult to understand.

16. Did I feel difficult to quickly remember words or phrases I have just heard?

☑ Yes
☐ No

Reason: Because usually it doesn't save on my mind.

17. Did I feel difficult to tell where one word finished and another began, there were words that I would normally understand in writing, but when I heard them in a stream of speech?

☑ Yes
☐ No

Reason: Because sometimes there are words which the written words and spoken words are different.

18. Did I feel difficult when listening to English without transcripts?

☐ Yes
☑ No

Reason: Because I try to understand the point of the text.

f. The speaker

19. Did I feel difficult to understand the meaning of words which are not pronounced clearly?

☑ Yes
☐ No

Reason: Because usually in English there are many words which sound familiar, then I must listen them clearly.

20. Did I feel difficult to understand the meaning of the spoken text without seeing the speaker's body language?

☐ Yes
☑ No

Reason: During I focus on the voice, I can.

21. Did I feel difficult to understand well when speakers speak with a variety of accents?

☐ Yes
☑ No

Reason: During I understand the meaning, I can.

22. Did I feel difficult to understand well when speakers speak to fast?

☑ Yes
☐ No

Reason: Of course because it's not my mother language and I have much time to understand it.

g. Problems related to physical setting

23. Did I feel difficult to concentrate with noises around?

☑ Yes
☐ No

Reason: Because I can lose my focus.

24. Did I interfere unclear sounds resulting from a poor quality CD player ?

☑ Yes
☐ No

Reason: of course there is no something perfect.

25. Did I find unclear sounds resulting from poor equipment ?

☑ Yes
☐ No

Reason: sometimes when the sounds are so high or so low, I don't understand well on the text.

Source : Adapted from Hamouda, A.2003. *An Investigation of listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom.* HR Mars:International Journal of Academic Research in Progressive and Development.

Listening Comprehension Strategies

a. Cognitive strategy

26. Did I focus on the meaning of every word to understand the whole text?

☐ Yes
☑ No

Reason: usually I just focus on the point.

27. Did I try to imagine the setting of the conversation to understand what the speakers talking about?

☑ Yes
☐ No

Reason: it's ~~some~~ easier to understand it.

28. Did I use the words I understand to help me guess the meaning of the words that I don't understand?

☑ Yes
☐ No

Reason: sometimes I use it when I feel difficult to remember the words.

29. Did I use the main idea of the text to help me guess the meaning of the words that I don't know?

- [x] Yes
- [ ] No

Reason: Because usually it relates with the text.

30. Did I use my knowledge and personal experience to help me understand the topic?

- [x] Yes
- [ ] No

Reason: I use it because sometimes it useful.

31. Did I compare what I understand with what I already know about the topic?

- [x] Yes
- [ ] No

Reason: sometimes it helps me.

32. Did I translate in my mind while listening?

- [x] Yes
- [ ] No

Reason: Because it helps me to answer every questions on my mind.

33. Did I adjust my interpretation if I realize that it is not correct?

- [ ] Yes
- [x] No

Reason: I will make it true.

b. Metacognitive strategy

34. Did I think of similar texts that I may have listened to before listening?

- [ ] Yes
- [x] No

Reason: Because I'm afraid if it will disturb my focus.

35. Did I have a plan in my head for how I am going to listen before I start to listen?

- [ ] Yes
- [x] No

Reason: usually I listen directly.

36. Did I occasionally ask myself if I am satisfied with the level of my comprehension?

- [x] Yes
- [ ] No

Reason: Because that's way to know how [redacted] for my ability.

37. Did I have goal in my mind?

- [x] Yes
- [ ] No

Reason: That's one way to improve my ability.

38. Did I think back to everything else that I have heard to see if my guess makes sense, when I guess the meaning of a word?

- [x] Yes
- [ ] No

Reason: Because I have to know [redacted] what I choose is true or not.

39. Did I think back to how I listened and about what I might do differently next time after listening?

☑ Yes
☐ No

Reason : Because I have to have plans to be better.

40. Did I focus harder on the text when I have trouble understanding?

☑ Yes
☐ No

Reason: I try to take a breath and focus on the sound.

41. Did I feel that listening in English is a challenge?

☑ Yes
☐ No

Reason: of course because as the foreign language, English has different style with Indonesia.

c. Socio-affective strategy

42. Did I try to relax while listening?

☑ Yes
☐ No

Reason: It helps me to focus.

43. Did I try not to feel nervous when I listen to English?

☑ Yes
☐ No

Reason: Because when I feel nervous I can lose my concentration.

44. Did I try not to worry so much about it, when I don't understand something?

☑ Yes
☐ No

Reason: when I'm alone, sometimes I feel worry, but when I listen with my friend, I'm not worry.

45. Did I always try to enjoy listening ?

☑ Yes
☐ No

Reason: Because it tries me to be familiar with foreign language, moreover listen something I like.

Source : Adapted from Vendengrift. Tafaghodtari.2010. *Teaching L2 Learners How to Listen Does Make a Difference: An Empirical Study. University of Ottawa.*

QUESTIONNAIRES

Name : Alfin Faizatur Rohmah
Student Number : 1803046049
Date : 30092019.

I. Problems of Listening Comprehension.

Instruction:
Fill the questions bellow by giving checklist (√) to the answers provided whether " Yes/No" and write the reasons!!!

a. Problems related listening materials

1. Did I feel difficult to understand listening texts in which there are too many unfamiliar words including jargon and idiom?

☑ Yes
☐ No

Reason: Jargon and idiom are difficult to guess.

2. Did I feel difficult to understand listening texts when the topic is unfamiliar?

☑ Yes
☐ No

Reason: Because there are so many unfamiliar word that I dont ever know.

3. Did I feel difficult to understand every single word of incoming speech?

☑ Yes
☐ No

Reason: I dont know every single word of speech, I just know the main topic of the speech.

b. Problems related basic linguistics

4. Did I feel surprising and difficult to deal with colloquial language and slang?

☐ Yes
☑ No

Reason: Because understanding colloquial language and slang are easier for me than idioms.

5. Did I feel difficult to understand reduced forms?

☐ Yes
☑ No

Reason: Sometime I dont understand 'bout reduced forms.

6. Did I feel difficult to recognize the signals which indicate that the speaker is moving from one point to another?

☐ Yes
☑ No

Reason: That is not difficult when I got the point from the speaker's speech.

7. Did I feel difficult to follow the sequence of the spoken text when the sentences are too long and complex?

☐ Yes
☑ No

Reason: Sometime I understand 'bout that, but I cant repeat all of the sentences - only main sentences

c. Problems related to the listener concentration

8. Did I lose focus of the talk when I have got an expected answers in my mind?

☑ Yes
☐ No

Reason: I dont know why, but it happens to me.

9. Did I lose my concentration when I think about the meaning of new words?

☑ Yes
☐ No

Reason: Sometimes I forgot about the new words then I lose my concentration.

10. Did I lose my concentration when the text is too long?

☑ Yes
☐ No

Reason: I can keep concentration if I know the topic and the main sentences of the text.

d. Problems related to physical characteristics

11. Did I feel nervous and worried when I didn't understand the spoken text?

☑ Yes
☐ No

Reason: I feel worry if in listening examination.

12. Did I feel difficult to understand the spoken text which is not interest to me?

☑ Yes
☐ No

Reason: Absolutely yes if I dont have any sense of the topic, that is such a bore.

13. Did I stop listening when I have problems in understanding a listening text?

☐ Yes
☑ No

Reason: No, I need to solve my problem by listening text again and again.

14. Did I fear that I cannot understand what I will hear before doing listening comprehension tasks?

☐ Yes
☑ No

Reason: If I fear, I cannot understand so, I try to enjoy.

e. The listener

15. Did I feel difficult to get a general understanding of the spoken text from the first listening?

☑ Yes
☐ No

Reason: I need to tes repeat the Audio may be twice.

16. Did I feel difficult to quickly remember words or phrases I have just heard?

☐ Yes
☑ No

Reason: No, I remember the word quickly then forget the word quickly.

17. Did I feel difficult to tell where one word finished and another began, there were words that I would normally understand in writing, but when I heard them in a stream of speech?

☐ Yes
☑ No

Reason: If I had words familiar in writing, I usually ~~rea~~ feel easier to tell/spe~~ak~~ that words.

18. Did I feel difficult when listening to English without transcripts?

☑ Yes
☐ No

Reason: Absolutely yes except listening music.

f. The speaker

19. Did I feel difficult to understand the meaning of words which are not pronounced clearly?

☑ Yes
☐ No

Reason: Unclear pronounciation sometime give the other meaning.

QUESTIONNAIRES

Name : Alfia Faizatur Rohmah
Student Number : 1803046099
Date : 30092019.

I. Problems of Listening Comprehension.

Instruction:
Fill the questions bellow by giving checklist (√) to the answers provided whether " Yes/No" and write the reasons!!!

a. Problems related listening materials

1. Did I feel difficult to understand listening texts in which there are too many unfamiliar words including jargon and idiom?

☑ Yes
☐ No

Reason: Jargon and idiom are difficult to guess.

2. Did I feel difficult to understand listening texts when the topic is unfamiliar?

☑ Yes
☐ No

Reason: Because there are so many untamiliar word that I dont ever know.

3. Did I feel difficult to understand every single word of incoming speech?

☑ Yes
☐ No

Reason: I dont know every single word of speech, I just know the main topic of the speech.

b. Problems related basic linguistics

4. Did I feel surprising and difficult to deal with colloquial language and slang?

☐ Yes
☑ No

Reason: Because understanding colloquial language and slang are easier for me than idioms.

5. Did I feel difficult to understand reduced forms?

☐ Yes
☑ No

Reason: Sometime I dont understand 'bout reduced forms.

6. Did I feel difficult to recognize the signals which indicate that the speaker is moving from one point to another?

☐ Yes
☑ No

Reason: That is not difficult when I got the point from the speaker's speech.

7. Did I feel difficult to follow the sequence of the spoken text when the sentences are too long and complex?

☐ Yes
☑ No

Reason: Sometime I understand 'bout that, but I cant repeat all of the sentences, only main sentences

c. Problems related to the listener concentration

8. Did I lose focus of the talk when I have got an expected answers in my mind?

☑ Yes
☐ No

Reason: I dont know why, but it happens to me.

9. Did I lose my concentration when I think about the meaning of new words?

☑ Yes
☐ No

20. Did I feel difficult to understand the meaning of the spoken text without seeing the speaker's body language?

☐ Yes
☑ No
Reason: NO, but that will be easier if I could see the speaker's body language.

21. Did I feel difficult to understand well when speakers speak with a variety of accents?

☐ Yes
☑ No
Reason: NO, if the speakers speak with clear pronounciation that is no problem.

22. Did I feel difficult to understand well when speakers speak to fast?

☑ Yes
☐ No
Reason: Because I cant get the point of what the speakers said about

g. Problems related to physical setting

23. Did I feel difficult to concentrate with noises around?

☑ Yes
☐ No
Reason: Noises around makes me lose my concentration

24. Did I interfere unclear sounds resulting from a poor quality CD player ?

☑ Yes
☐ No
Reason: Poor quality CD player sometime gives poor audio that make the sounds unclear.

25. Did I find unclear sounds resulting from poor equipment ?

☑ Yes
☐ No
Reason: Of course, poor equipment sometime gives the unclear sounds that unfamiliar to me.

Source : Adapted from Hamouda, A.2003. *An Investigation of listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom.* HR Mars:International Journal of Academic Research in Progressive and Development.

Listening Comprehension Strategies

a. Cognitive strategy

26. Did I focus on the meaning of every word to understand the whole text?

☐ Yes
☑ No
Reason: I just focus on the main word, 'coz I cannot understand one by one.

27. Did I try to imagine the setting of the conversation to understand what the speakers talking about?

☑ Yes
☐ No
Reason: I'm typical imaginier person.

28. Did I use the words I understand to help me guess the meaning of the words that I don't understand?

☑ Yes
☐ No
Reason: 'Coz sometime if I understand the words that helps me to understand whole text, then I understand the word that I dont undersand.

29. Did I use the main idea of the text to help me guess the meaning of the words that I don't know?

☑ Yes
☐ No

Reason: I did it because I cannot guess word one by one.

30. Did I use my knowledge and personal experience to help me understand the topic?

☐ Yes
☑ No

Reason: No, that makes me lose my concentration.

31. Did I compare what I understand with what I already know about the topic?

☑ Yes
☐ No

Reason: That helps me to understand the topic.

32. Did I translate in my mind while listening?

☑ Yes
☐ No

Reason: That helps me to understand the text.

33. Did I adjust my interpretation if I realize that it is not correct?

☐ Yes
☑ No

Reason: I dont know for sure.

b. Metacognitive strategy

34. Did I think of similar texts that I may have listened to before listening?

☐ Yes
☑ No

Reason: I just focus on the listening text.

35. Did I have a plan in my head for how I am going to listen before I start to listen?

☐ Yes
☑ No

Reason: I just clean my ears before I start to listening examination.

36. Did I occasionally ask myself if I am satisfied with the level of my comprehension?

☑ Yes
☐ No

Reason: I ask my self when I'm not satisfied with my ability.

37. Did I have goal in my mind?

☑ Yes
☐ No

Reason: My goal is can understaning English texts, etc without thinking.

38. Did I think back to everything else that I have heard to see if my guess makes sense, when I guess the meaning of a word?

☐ Yes
☑ No

Reason: I dont know for sure.

39. Did I think back to how I listened and about what I might do differently next time after listening?

☐ Yes
☐ No
Reason :

40. Did I focus harder on the text when I have trouble understanding?

☑ Yes
☐ No
Reason: Yes, I will repeat the text till I understand the point.

41. Did I feel that listening in English is a challenge?

☑ Yes
☐ No
Reason: 'cos I'm so happy it I guess the ~~thing~~ right word.

c. Socio-affective strategy

42. Did I try to relax while listening?

☑ Yes
☐ No
Reason: If I'm not relax while listening, I can't get the point.

43. Did I try not to feel nervous when I listen to English?

☐ Yes
☑ No
Reason: I'm not nervous when I listen to English, just take it easy ^^)

44. Did I try not to worry so much about it, when I don't understand something?

☑ Yes
☐ No
Reason: When I dont understand something, I try to repeat or easie to my friend, so I'm not worry.

45. Did I always try to enjoy listening ?

☑ Yes
☐ No
Reason: I always try to enjoy listening by watching tvshows and listening music.

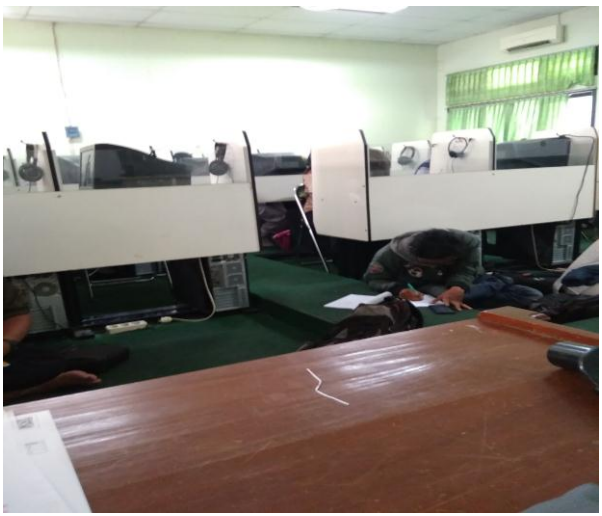
Source : Adapted from Vendengrift. Tafaghodtari.2010. *Teaching L2 Learners How to Listen Does Make a Difference: An Empirical Study. University of Ottawa.*

Appendix 4

class A, B, and C

Reseacher give instruction

Student doing the tasks



CURRICULUM VITAE

Name	: Siti Robiah
Students' Number	: 1503046078
Place and Date of Birth	: Grobogan, 09 Januari 1998
Home Address	: Ds Glonggong Rt 02/ Rw 01, kec Kradenan, Grobogan
Phone	: 085878660126
E-mail	: siti.robiah649@gmail.com

Education

1. SDN 1 Tanjungsari, graduated in 2009
2. Mts N Wirosari, graduated in 2012
3. SMA PGRI Wirosari, graduated in 2015
4. Education and Teacher Training Faculty Walisongo State Islamic University Semarang

Semarang, December 19th, 2019

The Researcher,

Siti Robiah

NIM : 1503046078